



# EMPOWERING MAURITANIAN YOUTH THROUGH EDUCATION AND SELF-IMPROVEMENT (EMELI)

Final Performance Evaluation

**AUGUST 9, 2019**

This publication was produced for review by the United States Agency for International Development. It was prepared by Dr. Karla Giuliano Sarr, Dr. Phyllis Dininio, Safyatou Diallo, Dr. Moussa Keita and Yaya Mbodji for USAID/Senegal Monitoring and Evaluation Project.

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Contracted under AID-625-IO-17-00001

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### **DISCLAIMER**

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We recognize the sensitive nature of this evaluation due to the project's early termination. We hope we have done justice to the efforts put forth by all involved and that this report provides indications of ways to build on EMELI's successes and lessons learned to strengthen similar projects in the future.

~ The Evaluation Team

## ACRONYMS & ABBREVIATIONS

AGD	<i>Association Des Gestionnaires pour le Développement</i> (Association of Development Managers)
APROMI	<i>Association Professionnelle des Institutions et Opérateurs de la Microfinance en Mauritanie</i> (Professional Association of Microfinance Institutions and Operators in Mauritania)
ANAPEJ	<i>Agence Nationale pour l'Emploi des Jeunes</i> (National Agency for the Promotion of Youth Employment)
AMELP	Activity Monitoring, Evaluation and Learning Plan
AQIM	Al-Qaida in the Islamic Maghreb
CCEJ	<i>Centre Culturel et d'Echange des Jeunes</i> (Youth Cultural and Exchange Center)
CFPM	<i>Centre de la Formation Professionnelle des Mahadras</i> (Mahadras Center for Vocational Training)
COR	Contract Officer's Representative
CORIM	Resilience, Cultural and Social Cohesion in Mauritania Project (EU)
CQFMP	<i>Centre de Qualification et de formation aux Métiers de la Pêche</i> (Qualification and Training Center for Fishing Professions)
CSO	Civil Society Organization
CVE	Countering Violent Extremism
EMELI	Empowering Mauritanian Youth through Education and Self-Improvement
FNP	<i>Fédération Nationale de la Pêche</i> (National Federation of Fisheries)
FORSATY	Favorable Opportunities to Reinforce Self-Advancement for Today's Youth
GIRM	Government of the Islamic Republic of Mauritania
INAP-FTP	<i>Institut National pour la Promotion de la Formation Technique et Professionnelle</i> (National Institute for the Promotion of Vocational and Technical Education)
IOM	International Organization for Migration
IS	Islamic State
ISSM	<i>Institut Supérieur des Sciences de la Mer</i> (Higher Institute of Marine Sciences)
KII	Key Informant Interview
KFW	<i>Kreditanstalt Fuer Wiederaufbau</i>
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Project
MAIEO	<i>Ministère des Affaires Islamiques et de l'Enseignement Originel</i> (Ministry of Islamic Affairs and Original Education)
MJS	<i>Ministère de la Jeunesse et des Sports</i> (Ministry of Youth and Sports)

NGO	Non-Governmental Organization
NSC	National Steering Committee
UNPM	<i>Union National du Patronat Mauritanien</i> (National Union of Mauritanian Employers)
PVE	Preventing Violent Extremism
VE	Violent Extremism
SOW	Statement of Work
SRO	Sahel Regional Office
TIP	Trafficking in Persons
TLT	Thought Leadership Training
TSCTP	Trans-Sahara Counterterrorism Partnership
TVPA	Trafficking Victims Protection Act
TVET	Technical Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government

# EXECUTIVE SUMMARY

## EVALUATION PURPOSE AND QUESTIONS

The purpose of this evaluation is to document lessons learned from the Empowering Mauritanian Youth through Education and Self-Improvement (EMELI) activity and its approach to empowering youth. This evaluation can be a launching pad to start a new design and shared with other stakeholders involved in design efforts related to youth, vocational education and countering violent extremism (CVE). The audience for this evaluation includes the USAID Office in Nouakchott, Mauritania; the USAID/Sahel Regional Office (SRO) in Dakar, Senegal; the International Organization for Migration (IOM); and the USAID Trans-Sahara Counterterrorism Partnership (TSCTP) office in Washington, D.C.

The evaluation questions are:

1. What, if any, effect has the activity had on employability of youth and their ability to address social grievances? What were the differences in the effects between young men and young women?
2. How has the activity contributed to making young men and women less vulnerable to recruitment by violent extremist organizations?
3. What are the strengths and weaknesses of the activity's management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?
4. How sustainable are the activity's interventions?
5. What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?

## ACTIVITY BACKGROUND

EMELI was a youth empowerment and vocational training program that began January 2017 implemented by the International Organization for Migration (IOM). It was modeled after the Favorable Opportunities to Reinforce Self-Advancement for Today's Youth (FORSATY, AID-608-A-13-00001), a similar activity that the IOM implemented in Morocco. EMELI aimed to support the Mauritanian government, the private sector and civil society actors in strengthening the professional and personal skills of Mauritanian youths in general and those from mahadras in particular to give them access to better socio-economic opportunities. The activity worked closely with various relevant ministries, academic institutions and employment-oriented state structures. The activity had two strategic objectives (SOs): 1) improve social justice by addressing topline grievances (push factors) and 2) strengthen pro-social decision-making capacities of targeted youth and key influence-makers. The total value of the three-year activity was \$7,148,330. The activity targeted more than 600 youth in two urban areas: Nouakchott, the capital, and Nouadhibou, an economic hub and strategic fishing port. EMELI collaborated with two training institutes to provide youth with trade and leadership skills: the Mahadras Center for Vocational Training (CFPM) and the Naval Academy,<sup>1</sup> as well as the Youth Cultural and Exchange Center (CCEJ). However, due to

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<sup>1</sup> EMELI worked with the Naval Academy's subsidiaries, the Qualification and Training Center for Fishing Professions (CQFMP) in Nouakchott and the Higher Institute of Marine Sciences (ISSM) in Nouadhibou.

the application of Trafficking Victims Protection Act (TVPA) sanctions<sup>2</sup> in FY 2019 against the GIRM, the activity was terminated early with a closeout date of May 31, 2019.

## EVALUATION DESIGN, METHODS AND LIMITATIONS

A mixed-methods approach that combined qualitative and quantitative methods guided the data collection process, which took place in-country between April 29 and May 16 at the two program sites, Nouakchott and Nouadhibou. The evaluation included three phases. The first entailed document review and preliminary discussions with USAID and the implementing partner, IOM. During the second phase, fieldwork, the evaluation team administered beneficiary surveys to 110 EMELI youth (52 males, 58 females) and conducted 71 semi-structured interviews with key stakeholders, ranging from donors, the implementing partner, key project partners, GIRM officials, other CVE and vocational education projects and employers. A total of 21 focus group discussions involved both EMELI activity youth and trainers. In all, the evaluation worked with 283 individuals (145 men and 138 women). A purposeful approach largely guided sampling efforts, with an initial quota sampling approach informing the choice of survey participants. Participatory analysis activities included a session with USAID and the IOM to review the roles and responsibilities of various actors contributing to EMELI as well as data walks with both USAID and IOM. Limitations and difficulties that the evaluation team encountered include frustration among many actors resulting from the project's early termination; incomplete student records; and high turnover of both IOM and government officials. The evaluation team worked closely with IOM and USAID and emphasized triangulation of data to overcome these limitations.

## FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### FINDINGS AND CONCLUSIONS

*Evaluation Question 1: What, if any, effect has the activity had on employability of youth and their ability to address social grievances? What were the differences in the effects between young men and young women?*

Due to the proximity between EMELI trainings and this final performance evaluation, the evaluation team is not able to identify long-term effects of programming. In terms of outputs, EMELI trained 216 youth, including 138 women (64 percent) in numerous trades at the CFPM and Naval Academy, in addition to 130 young people trained through the Association of Development Managers (AGD) at the Youth Cultural and Exchange Center (CCEJ). EMELI's leadership and soft skills training served 205 youth, almost all participating in vocational education. The majority of students expressed satisfaction for both technical and the leadership and soft skills training. The latter offers an innovative and proven model for future vocational education programs.

Interviews, focus groups, results of the evaluation surveys and other program documents identify some positive changes and short-term effects on youths' employability, such as improved self-confidence, work

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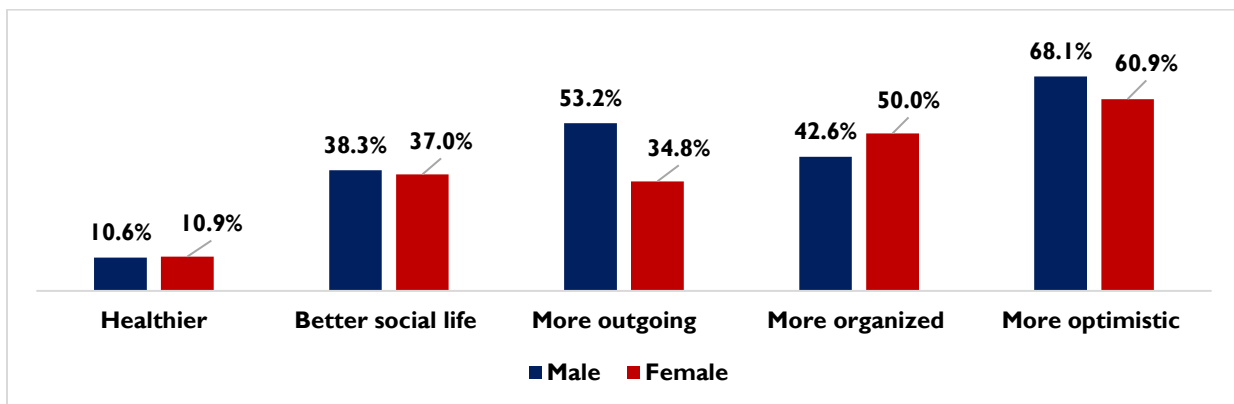
<sup>2</sup> The presidential determination on restrictions and waivers of restrictions for certain types of assistance to the governments of 22 countries ranked Tier 3 in the 2018 Trafficking in Persons (TIP) Report reflects the firm commitment by the United States to combat human trafficking. Mauritania is one of these countries. USAID's application of TVPA sanctions prohibits USAID assistance to GIRM personnel or facilities. See <https://www.whitehouse.gov/presidential-actions/presidential-memorandum-secretary-state-15/>



readiness skills and leadership and decision-making skills, for instance, young people finding their voice. Nearly 100 percent of youth identified changing positively as a result of the training. The majority of companies interviewed that worked with EMELI students as interns commented on their strong work ethic and preparation for work. The project also improved youth entrepreneurship skills, particularly through the development of business plans and the leadership and soft skills trainings. A longer leadership and soft skills training may have had even greater effect for youth. In terms of job placement, at the time of the evaluation, 29 of 216 students (13 percent) had found employment (albeit pre-employment internships). Findings demonstrate some confusion and miscommunication around program expectations as well as realistic outcomes related to job placement.

Additional areas of improvement for trainings include language issues, lack of equipment and youth’s desire for longer sessions. EMELI’s late start of trainings relative to the signature of the cooperative agreement nearly a year and a half later also significantly impeded EMELI in meeting its targets and promoting youth’s development of employable skills and their ability to address social grievances. The project’s need to play catch-up and the poor state of the CFPM resulted in delays in implementation. The unexpected shutdown of the project compounded these issues and led to cancelation of microfinancing and incubation efforts, a missed opportunity that could have further improved youth employability. While identifying EMELI’s strengths, nearly all youth expressed significant disappointment and disillusionment with the overall experience due to these cancellations. Lastly, while the project’s original statement of work (SOW) identified a “whole-of-beneficiary” approach, the distance between the Naval Academy, CFPM and youth center facilities made it impossible for youth to fully participate in a comprehensive package of activities as well as achieve the exchange of ideas across program populations.

#### AREAS OF STUDENT IMPROVEMENT, BY GENDER



More females than males participated in EMELI activities, and gender restricted opportunities for both men and women within the various trades. While program actors supported required basic maritime training for young men<sup>3</sup> as part of the Naval Academy’s program, 20 percent of young men disapproved at baseline. Women experienced difficulties integrating into the fishing sector, given demands to work at night. Almost all respondents (98 percent) to the evaluation survey said EMELI helped them change positively as a person; a larger percentage of women said they had become more organized, while males

<sup>3</sup> The Naval Academy regularly requires a rigorous bootcamp-like training on the high seas that focuses on appropriate safety and conduct while working in the fishing industry. Participants regularly referred to this maritime training as “military training.” This term is maintained within direct quotes in order to validate participants’ perspectives.

said they felt more outgoing and optimistic. Promising results from the evaluation survey also demonstrate that EMELI helped 96 percent of respondents see a larger role for women within the workforce.

*Evaluation Question 2: How has the activity contributed to making young men and women less vulnerable to recruitment by violent extremist organizations?*

EMELI sought to reduce the risk of radicalization and violent extremism (VE) recruitment among vulnerable youth by reducing the social injustices that could push them to radicalize and strengthening pro-social decision-making capacities that could help them resist recruitment efforts. EMELI's contributions to this goal rested on its ability to identify and work with this vulnerable population. The evaluation showed that targeting youth at a greater risk of joining VE groups was difficult. The absence of VE attacks in recent years, relatively small number of known jihadists and paucity of research made it challenging to discern which individuals or communities were more at risk. In Nouakchott, for example, EMELI identified a majority of neighborhoods (seven of nine) as vulnerable. In other cities where USAID has provided CVE services to at-risk youth, vulnerability to VE recruitment is more concentrated. In Nairobi, Kenya, for example, vulnerability is concentrated in just two of 30 neighborhoods. Although EMELI targeted marginalized youth from neighborhoods identified as vulnerable, findings from the evaluation survey show that a large majority of students (83 percent) considered their living conditions the same as or better than those of other Mauritians. Moreover, the baseline report found that only 8 percent of EMELI participants attended mahadras as their sole form of education; the majority combined a mahadra education with formal schooling. These findings suggest that the youth who participated in the EMELI project may not have been the most vulnerable.

There was also a reluctance to target youth based on ethnicity or gender. That reluctance may reflect appropriate concerns for “doing no harm” and promoting gender parity, but it comes at the expense of the impact of CVE. While the programs may improve people's lives and have a clear development benefit, they may not reach those who were most at risk of joining VE groups. Given limited resources, USAID may have reason to program CVE funds differently and to support vocational, leadership and soft skills training more broadly.

Finally, as noted in the responses to Evaluation Question 1 (EQ1), the project's abrupt closure due to sanctions has also limited its impact, including any CVE impact. When taken together, these conclusions suggest that EMELI had limited CVE impact.

*Evaluation Question 3: What are the strengths and weaknesses of the activity's management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?*

The results of the evaluation demonstrate the EMELI project's great efforts to establish government buy-in and collaboration through four program management mechanisms, most notably the National Steering Committee (NSC). Nonetheless, the weaknesses of EMELI's management structure outnumber its strengths. The original vision for an advisory committee that would facilitate communication and coordination on CVE and vocational education programming across ministries did not bear out. The establishment of the NSC, with the Ministry of Employment presiding, was highly contentious and significantly delayed, as it was put into place 10 months after the signature of the cooperative agreement. In the end, the NSC's role was largely limited to convening meetings and approving work plans.

Several additional factors limited the effectiveness of the overall program management structure, which had negative effects on EMELI activity implementation. EMELI's project director changed three times between January 2017 and March 2019, and ministerial changes in October 2018 altered the composition of the NSC. Although IOM identified the Ministry of Employment as the lead interlocutor for the NSC, leadership was weak; in practice, IOM worked with four ministries, which was unique among projects in the vocational and CVE sectors. In the end, EMELI was able to implement only three activities in the first year, finally beginning direct service provision to youth in September 2018, 21 months after the signing of the cooperative agreement. Although the consultative approach with GIRM counterparts may have facilitated some opportunities, the NSC's cumbersome structure and lack of tangible added value suggest that EMELI staff's efforts would have been better invested within activity implementation than within NSC support. The creation of the Technical Committee presented an opportunity to overcome the NSC's rigidity and have greater influence over EMELI, but committee membership was inconsistent. The weak presence of the Ministry of Islamic Affairs in the project, in general, was a limitation and may have dampened EMELI's CVE impact. Lastly, the project's early termination caused frustrations and apathy during the remaining months of the project.

*Evaluation Question 4: How sustainable are the activity's interventions?*

Findings clearly show that the application of sanctions surprised EMELI stakeholders, including USAID. Combined with delays in implementation, and frequent staff turnover, the IOM team found themselves in a perpetual state of catch-up that did not lend itself toward future-oriented thinking favoring sustainability. The original project SOW outlines several ways to promote the activity's sustainability, including working closely with training institutions, involving the private sector, a "close collaborative relationship with GIRM institutions" (p. 23) and the incubation of entrepreneurial initiatives based on developed business plans. Unfortunately, delays coupled with the early termination of the activity led to the absence of key activities, including incubation activities and training of trainers. Moreover, findings demonstrate that the NSC was unable to foster continuity for vocational activities aimed at countering violent extremism.

Nonetheless, EMELI provided an opportunity for youth to benefit from trainings and the acquisition of technical and soft skills that may be transferable to other activities in the future. The 29 young people who have attained job placement through EMELI are prime examples of the potential opportunities that the activity offered some students. For others, entrepreneurship skills may improve future prospects, particularly for the groups of youth who developed five business plans and the more than 25 who have started associations. The sudden closing of programming and unfulfilled promises created high levels of frustration for many youth (see EQ1), limiting the extent to which EMELI activities may prove sustainable. The continuity of some EMELI programming through other donors, such as UNICEF, the EU and IOM, offers hope for some continuity, albeit fragile without confirmed government support.

*Evaluation Question 5: What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?*

The evaluation of the EMELI activity elicited lessons learned that are crosscutting as well as particular to certain categories relevant to the evaluation questions. Crosscutting lessons include that the U.S. State Department should have had a procedure in place for applying the TIP sanctions in the case of waiver non-renewal so as to lesson confusion with USAID and, in turn, with project partners. A second

crosscutting lesson refers to the need for capacity building and ongoing coaching for training institutions. For EMELI, the collaborative management structure proved too cumbersome in practice to be effective. Working with one ministry would likely have been better. Because of the unique context of the delayed start of training and the activity's early termination, the evaluation did not elicit any tangible lessons learned relevant to sustainability.

Pertaining to employability as well as the ability to address social grievances, lessons learned acknowledge that EMELI was able to train numerous students in a brief period with positive effects. Project activities also succeeded in targeting women, despite largely separate training experiences for males and females. The leadership and soft skills training also played an important role in heightening young people's confidence and preparations for entering the workforce. The training is a great resource for future projects. Similarly, while not realized, many actors found micro-lending and incubation opportunities to be highly promising. At the same time, communication was a challenge throughout the EMELI activity, underlining the necessity for clear and realistic expectations for students, EMELI staff and partners from the start of the project. Students of future projects must be aware that work placement is not guaranteed.

Two principle lessons emerge regarding EMELI's attempt to counter violent extremism. Targeting the most vulnerable youth was a challenge for EMELI. Future projects that focus so keenly on specific groups of individuals must rely on clear, detailed evidence or shift to serve a larger audience with a thinner package of services. Secondly, a multisectoral steering committee cannot guarantee government ownership. A more effective interdisciplinary and cross-ministerial committee presided over by a high-level government official that would share ideas, jointly coordinate activities and develop a shared corpus of documentation and a theory of change might better support CVE efforts.

## RECOMMENDATIONS

The following recommendations take into account the need for guidance on developing activities related to youth, vocational education and CVE. Recommendations build on findings and conclusions from above as well as results from the participatory recommendations workshop in Nouakchott with MEP, USAID and EMELI stakeholders on July 30, 2019. (See Annex XVI for a full list of recommendations generated during the session.)

### DEPARTMENT OF STATE WITH USAID

1. In countries with TVPA sanctions, the Department of State should work with U.S. agencies, including the USAID Senegal Sahel Regional Office and the USAID West Africa Regional Mission, to develop a mitigation plan that stipulates necessary actions in the event that waivers are not renewed. Part of this process should entail conversations and contractual clauses with IPs that clearly state the possibility of waiver non-renewal. Local USAID offices and missions should work with IPs to develop strategies for how the project might adapt to maintain project continuity in such cases.

### USAID/SRO AND USAID WEST AFRICA REGIONAL MISSION

2. In recognition of the complexity of CVE-specific monitoring and evaluation (M&E) indicators, USAID should provide stronger support and oversight to IPs so that they can successfully identify and monitor relevant CVE indicators throughout the life of the project. USAID should work closely with TSCTP in order to provide appropriate guidance to IPs.

## USAID/MAURITANIA

3. Drop the criteria that students are mahadras graduates, as there is little evidence that a mahadra education (as opposed to attending specific mahadras with radical teachers) makes youth more vulnerable to radicalization despite the recommendation to target mahadras graduates in USAID's 2016 CVE assessment and project reports from EMELI's predecessor, PRESM (Projet de Renforcement de L'Employabilité des Sortants des Mahadras – Project for Strengthening the Employability of Qur'anic School Graduates).
4. Better target marginalized, at-risk youth through ethnographic and comprehensive studies like the kind carried out by the European Union Resilience, Cultural and Social Cohesion in Mauritania Project (CORIM) or in partnership with NGOs working on VE in communities. USAID/Mauritania may also promote sharing of results and ideas by continued support to the nascent CVE working group.
5. Consider modifying the program design if further analysis identifies a majority of youth as marginalized and at risk and limited funds mean that only a small portion of them would benefit from the vocational training.
6. Acknowledge the tradeoff between gender objectives and CVE objectives and hold internal discussions to identify if gender equity should be a priority for CVE programming, particularly given the importance of strategic targeting. If retained, consider developing gender sensitization and trainings for implementing partners and key stakeholders.
7. Consider advocacy strategies that would elicit involvement of a higher governmental office (such as the president or prime minister's office) to assure appropriate political support that multisectoral CVE and workforce development efforts require. If this is not possible, identify the appropriate ministry to lead the NSC based on the ministry's capacity for leadership and coordination.
8. Given the pertinence of the Ministry of Islamic Affairs to the topic of CVE, assure greater involvement of this ministry within the project's implementation. Provide guidance to the IP to reinforce capacities as needed.

## GOVERNMENT OF MAURITANIA AND USAID

9. Strengthen and disseminate strategies to guide and support CVE efforts.
10. Seek to support research on prisoners or ex-prisoners to understand the profile of those held on terrorism charges and further refine programmatic responses.
11. Implement studies to better identify mahadras or mosques that are fostering radicalization and consider other programming approaches in response, such as support to the Ministry of Islamic Affairs on capacity building, as was done under Sadaqa, or support for youth centers and community dialogues in those venues.

## IMPLEMENTING PARTNERS (IPs):

12. Establish reasonable targets for employability outcomes based on research and best practices that include job placement, but also focus on soft skills. Clearly communicate realistic expectations with students, project staff and partners from the beginning of the project. Students must be aware

that neither work placement nor small-business development are guaranteed. Be upfront about possible failure and strategize to promote resilience among youth.

13. To assure consistent leadership within the project team, implement an internal management structure that includes a national assistant project director who can assume responsibilities in case the project director is absent or resigns.
14. Assure sustained CVE expertise within the internal project management structure/project team at all points of the project life cycle, including ongoing M&E support. Identify external support to complement and reinforce internal capacities.
15. Identify centers for training and youth activities that have geographic proximity to allow youth to benefit from all aspects of programming. If this is not possible, revisit strategies to promote the exchange of ideas between youth from diverse backgrounds, for example, by rotating activities among the centers.
16. Integrate internal capacity building and ongoing coaching for training center administrators within the project design. Efforts should focus on needs of the institution relevant to the project, but be sure to include monitoring of student information and progress.
17. Build on EMELI's success with the development and implementation of the soft skills and leadership training, and adapt as needed for future projects. If the project has a specific focus on CVE, support refinement of the soft skills training modules to include integrated complexity training.
18. Put measures in place to enable training centers with the necessary and adequate equipment at the start of youth trainings. Plan for adequate time within activity rollout to implement a building and equipment assessment, and budget for rehabilitation and equipping centers if needed. Collaborate closely with USAID on the workplan to account for required environmental study and mitigation processes.
19. If continuing with gender parity as a vital aspect of programming, integrate a gender-sensitive lens within a required labor study to identify career tracks that allow participation of both males and females. Be sure to consider security issues that may arise during internship and work placement.
20. Develop and implement a sustainability plan.

#### IP WITH GOVERNMENT EMPLOYMENT AGENCIES, PARTNERS AND TRAINING CENTERS:

21. Assure the involvement of job placement organizations, micro-credit organizations and business incubators from the beginning of the project. Put youth beneficiaries in contact with relevant organizations to foster job placement or obtain financing for small businesses. Take full advantage of existing resources such as the National Agency for the Promotion of Youth Employment (ANAPEJ), the Union of Mauritanian Employees (UNPM) and the National Federation of Fisheries (FNP), as well as similar structures for other sectors.

#### TRAINING CENTERS WITH SUPPORT FROM THE IP (IOM): IP:

22. Implement strategies to ensure use of the most appropriate language for the targeted participants in trainings. For example:
  - If continuing with individuals from mahadras, develop materials in Arabic and French.

- Ensure that trainers are able to deliver sessions in the languages of the target population (French and/or Hassaniya; other national languages as necessary).
- Develop training for instructors to ensure appropriate translation/presentation of material in appropriate languages. Allow time for discussion.

## EVALUATION PURPOSE AND EVALUATION QUESTIONS

This report presents the findings, conclusions and recommendations of an external final evaluation of the Empowering Mauritanian Youth through Education and Self-Improvement (EMELI) activity. The USAID/Sahel Regional Office (SRO) requested this final EMELI performance evaluation to document lessons learned and the activity's approach to empowering youth. It is hoped that the current fiscal policy limitations on working with the Government of the Islamic Republic of Mauritania (GIRM) will be waived in the future, allowing the reintroduction of similar activities. This evaluation can be a launching pad to start a new design and shared with other stakeholders involved in design efforts related to youth, vocational education and countering violent extremism (CVE).

The audience for this evaluation includes the USAID Office in Nouakchott, Mauritania; the Sahel Regional Office (SRO) in Dakar, Senegal; the International Organization for Migration (IOM); and the USAID Trans-Sahara Counterterrorism Partnership (TSCTP) office in Washington, D.C.

The report contains five parts. This section introduces the EMELI program, the purpose of the evaluation and guiding evaluation questions. Section 2 provides an overview of the EMELI activity. Section 3 reviews the evaluation methods, the sample and data collection activities. Section 4 addresses findings and conclusions for each of the five evaluation questions. Section 5 presents the recommendations that emerge from the findings, as well as from a participatory recommendations workshop with key stakeholders.

### EVALUATION QUESTIONS

USAID established five questions to guide this final evaluation's review of the EMELI activity's performance:

1. What, if any, effect has the activity had on employability of youth and their ability to address social grievances? What were the differences in the effects between young men and young women?
2. How has the activity contributed to making young men and women less vulnerable to recruitment by violent extremist organizations?
3. What are the strengths and weaknesses of the activity's management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?
4. How sustainable are the activity's interventions?
5. What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?

### ACTIVITY BACKGROUND

EMELI is a youth empowerment and vocational training program launched in 2017 and implemented by the International Organization for Migration (IOM). It is modeled after the Favorable Opportunities to Reinforce Self-Advancement for Today's Youth (FORSATY, AID-608-A-13-00001), a similar activity that the IOM also implemented in Morocco that works to strengthen and establish relationships between community actors and the youth in marginalized neighborhoods, preventing delinquency and the probability of extremist recruitment. EMELI aimed to support the Mauritanian government, private sector



and civil society actors in strengthening the professional and personal skills of Mauritanian youths in general, and those from mahadras in particular, to give them access to better socio-economic opportunities. The activity worked closely with the various relevant ministries, academic institutions and employment-oriented state structures. The activity had two strategic objectives (SOs).

### EMELI STRATEGIC OBJECTIVES

**SO1:** Improve social justice by addressing topline grievances (push factors). For this objective, EMELI proposes to build up the Mahadras Center for Vocation Education of Nouakchott<sup>4</sup> to improve the employability of targeted youth in core domains of vocational education, provide linkages and preparation for workforce and establish a youth cultural center, giving space to cultural expression and refinement of skills for improved civic engagement among targeted youth.

**SO2:** Strengthen pro-social decision-making capacities of targeted youth and key influence-makers. For this objective, EMELI will provide life skills and thought leadership training.

The three-year activity carried a total value of \$7,148,330 and targeted more than 600 youth in two urban areas: Nouakchott, the capital, and Nouadhibou, an economic hub and strategic fishing port. The IOM took inspiration from the FORSATY project in Morocco and received funding for the EMELI activity through an unsolicited proposal. The activity was originally three years in length and was scheduled to end in 2020. However, due to the application of Trafficking Victims Protection Act (TVPA) sanctions<sup>5</sup> in FY 2019 against the Government of Islamic Republic of Mauritania, the activity ended early, with a closeout date of May 31, 2019.

The USAID CVE Assessment of 2016<sup>6</sup> formed the basis for the project, indicating the appropriateness of vocational education as a prevention strategy for violent extremism (VE) and recognizing the high levels of youth unemployment in Mauritania. Further, the isolation, conservative waves of Salafism and Wahhabism, stratified social relations and fragmented educational system paved the way for more linear thinking, which is typical in extremism.

Multiple push, pull and process factors inform the EMELI approach for preventing the spread of VE in Mauritania. Push factors relate to social grievances, including a lack of education and job opportunities. Pull factors observed in Mauritania include the rise of conservative Islam since the late 1980s and the rise of al-Qaida in the Islamic Maghreb (AQIM) in the region. Process factors include an individual's decision-making capacities and ability to process information.

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<sup>4</sup> The *Centre de Formation Professionnelle des Mahadras* (CFPM) in French.

<sup>5</sup> The presidential determination on restrictions and waivers of restrictions for certain types of assistance to the governments of the 22 countries ranked Tier 3 in the 2018 Trafficking in Persons (TIP) Report reflects the firm commitment of the United States to combat human trafficking. Mauritania is one of these countries. USAID's application of TVPA sanctions prohibits USAID assistance to GIRM personnel or facilities. See <https://www.whitehouse.gov/presidential-actions/presidential-memorandum-secretary-state-15/>

<sup>6</sup> Evaluation Analytical Services (EAS) Project for the Regional Peace and Governance Programs. Mauritania Assessment Countering Violent Extremism: Resources and Programming Final Report. The Mitchell Group GS-10F 004N/AID-624-M-13-00001.

**FIGURE 1: COUNTRY MAP WITH EMELI INTERVENTION SITES**



EMELI’s overarching theory of change states that if *push* (social injustice) factors and *pull* (violent extremism organization attraction) factors are reduced, and *process* (pro-social decision-making capacities) factors are strengthened within vulnerable youth populations, then the risk of radicalization among vulnerable youth will be significantly reduced.

Vocational education plays an important role in VE prevention. Based on a job market assessment that identified the need for low-skilled labor, EMELI attempted to improve the employability of vulnerable youth. The integration of soft skills and leadership training further enhanced the EMELI package, aiming to foster young people’s confidence as community leaders to help prevent extremism. A youth cultural center aiming to bring together diverse youth for various activities was a key component of the EMELI project. Its role was to create safe spaces for intercultural exchange and understanding to reduce social grievances while practicing thought leadership and civic engagement. These elements came together to form a “whole-of-beneficiary” approach.

**IMPLEMENTATION HISTORY – AN OVERVIEW**

The EMELI activity envisioned a multi-sectoral and sustainable approach to preventing violent extremism that would benefit from an advisory council comprising the four government ministries relevant to the project’s area of focus: the Ministry of Islamic Affairs; the Ministry of Public Works, Employment and Administrative Reform;<sup>7</sup> the Ministry of Youth and Sports; and the Ministry of Economics and Finances. To formally launch the project, the GIRM required a decree<sup>8</sup> to designate a national steering committee chaired by the Ministry of Employment, which would play a more active role than the original idea of an “advisory” committee. The national steering committee met twice a year to review and authorize the project’s work plans and discuss the opportunities and challenges that the project confronted. During the

<sup>7</sup> Prior to October 2018, the Ministry of Vocational Education, Communication and Information Technology.

<sup>8</sup> Decree 0867 of Ministry of Employment, Vocational Education, Technologies of Information and Communication appointing the EMELI Steering Committee: October 17, 2017.

second year of implementation, the national steering committee created a smaller technical committee, led by the same ministry, to allow more extensive discussions and alignment of understanding than was possible in the steering committee.

The original statement of work within the EMELI cooperative agreement details that the project will provide two main types of training:

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“...not only **technical training**, but in particular also **life/soft skills** as well as full-time immersion into Thought Leadership Training (TLT), which includes pro-social decision-making skills for communicating and interacting effectively with others, cognitive skills for analyzing and using information, questioning facts and moral agency and re-engagement.”

— *Cooperative Agreement*, p. 22

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In terms of vocational training, EMELI collaborated with two training institutes: the Mahadras Center for Vocational Training (CFPM) and the Naval Academy.<sup>9</sup> EMELI anticipated equipment purchases for the CFPM as well as additional vocational centers in the interior of the country, and necessary renovations to the CFPM and the Youth Cultural and Exchange Center (CCEJ).

The EMELI activity took a multifaceted approach to CVE that focused on positive deviance. It trained youth participants in trade and leadership skills and combined that with opportunities for self-expression and exercises focused on personal development. EMELI aimed to create the conditions in which youth could become positive role models in their communities. Part of this approach entailed the establishment of a youth cultural center, co-managed by a local non-governmental organization (NGO) called the Association of Development Managers (AGD) and the Ministry of Youth and Sports, and was guided by a separate steering committee comprising local GIRM, ministry, IOM, AGD and USAID representatives; decisions and implementation of activities required further notification and municipal-level approvals. All training activities encountered delays, however, and were finally halted by TVPA sanctions.

## EVALUATION METHODS AND LIMITATIONS

A team of five people worked collaboratively to produce this evaluation. They included two international experts, a senior-level Mauritanian evaluator, a monitoring and evaluation (M&E) manager and a statistician:

- Karla Giuliano Sarr, independent consultant and expert in francophone education systems, served as team leader;
- Phyllis Dininio, a comparative political scientist and senior technical director at MSI, served as a subject matter expert focusing on the CVE aspects of EMELI;
- Moussa Keita, a seasoned evaluator and applied researcher with experience in Mauritania and neighboring areas, provided essential local insights to the team while also coordinating the team of five data collectors;
- Safyatou Diallo, MEP M&E manager, served as overall task manager; and

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<sup>9</sup> Through its subsidiaries, the Qualification and Training Center for Fishing Professions (CQFMP) in Nouakchott and the Higher Institute of Marine Sciences (ISSM) in Nouadhibou.

- Yaya Mbodji, MEP data analyst based in Dakar, provided the team with survey development and data capture support, in addition to quantitative support to assist with evaluation findings.

Data collection took place between April 29 and May 16 at the two program sites, Nouakchott and Nouadhibou. Additional interviews continued through May 24.

## DATA COLLECTION METHODS

A mixed-methods approach combining qualitative and quantitative methods guided the data collection process, which included three phases.

### PHASE 1: DOCUMENT REVIEW AND PRELIMINARY DISCUSSIONS WITH USAID AND IOM

The team reviewed a wide range of documentation, which provided a foundation for understanding, and compared expected and actual activity performance. In addition, the team conducted initial discussions with key stakeholders at both USAID/Mauritania and the principle implementing partner, IOM, to identify the most appropriate methods and sites for fieldwork.

### PHASE 2: FIELDWORK (QUANTITATIVE AND QUALITATIVE METHODS)

The next phase of the evaluation focused on fieldwork activities in Nouakchott and Nouadhibou and included the methods below. In all, the team conducted 71 key informant interviews (KIIs), 21 focus group discussions and a participatory exercise with 283 evaluation participants (145 men and 138 women). The majority of the participants were 181 youth benefiting from EMELI, of whom 113 were female. (See Annex II for a more detailed methodology and Annex X for the tools.)

- **Beneficiary survey:** A team of five data collectors (two women and three men with diverse linguistic and ethnic backgrounds) conducted surveys with 110 EMELI youth (52 males, 58 females). Closed- and open-ended questions addressed beneficiary satisfaction, access to vocational training and employment, socio-economic inclusion, improved capacity and delivery.
- **Key informant interviews:** The core team conducted 71 semi-structured interviews with key stakeholders including donors, the implementing partner, key project partners, GIRM officials, other CVE and vocational education projects and employers. (See Annex II for more details).
- **Focus or discussion groups:** A total of 21 focus group discussions involved both EMELI activity youth and trainers. Exchanges explored participants' experiences of EMELI activities and changes that youth may have experienced as a result.
- **Participatory Roles and Responsibilities Activity:** Specific to Evaluation Question 3, which focuses on program management and structure, the team conducted a participatory session with USAID and IOM personnel to collaboratively analyze the roles and responsibilities of the various actors contributing to the EMELI activity.
- **Data walk:** The team met with USAID and IOM colleagues separately to collaboratively analyze the emerging themes and trends within the data prior to concluding data analysis.

## PHASE 3: RECOMMENDATIONS WORKSHOP

The evaluation team returned to Nouakchott to present findings and conclusions and engage key stakeholders in a recommendations workshop on July 30, 2019. Data collected during focus groups and interviews are combined with data from the recommendations workshop in this final report.

### SAMPLING

A purposeful approach largely guided sampling efforts. To the extent possible, the evaluation team conducted KIs and focus groups with the individuals most involved in the EMELI activity across a span of actors (within GIRM, IOM, USAID, among partners, employers, trainers and other NGOs working within the field of CVE in Mauritania). In terms of the beneficiary survey, the initial approach used quota sampling, working from student participant lists and taking into account gender as well as training site. Due to the limitations described below, the team resorted to a more convenience approach, administering questionnaires to those who were most accessible. An analysis of participants shows that the sample obtained continued to respect the quota sampling. While the findings from the sample can be applied to the larger EMELI population of youth who completed the trainings for which the evaluation team had contact information (n=236), the margin of error calculates to be 9.3 percent at a confidence interval of 95 percent. The team also called youth who had left the program, again being able to speak only with those who were reachable by phone, gathering data from nine of 34 individuals.

### DATA ANALYSIS

The five evaluation questions guided the data analysis. The evaluation team implemented data triangulation techniques, using two or more data sources, to strengthen findings or identify areas of divergence. Interpreting qualitative data relied on thematic and content analysis emerging first from the document review and subsequently from focus groups and key informant interviews. The team used an analysis table to sort findings according to evaluation question and emerging subthemes. This preliminary analysis informed data walks with both USAID and IOM. Once data collection ended, the team refined the preliminary data analysis table, this time using transcripts whenever possible and with enough time for deep analysis. The analysis of the quantitative data from youth questionnaires used STATA data analysis software and disaggregated for gender, age, number of years spent in mahadras, trade, training site and other sociodemographic factors. Analysis made use of frequency distribution and cross-tabulation techniques. Where applicable, the team ran correlations of nominal (categorical) variables using a chi-square (chi-2) test of independence, looking for statistical significance of difference between two variables. Accompanying graphs provide visual reinforcement of the narrative analysis of the report.

### DIFFICULTIES AND LIMITATIONS

Data collection and analysis confronted numerous limitations. One of the most prevalent was the nature of the project's termination, an unexpected and unwelcome early ending to a project that many felt had just gotten started. The evaluation team perceived high levels of frustration among many actors, particularly youth and GIRM counterparts. The most relevant GIRM counterpart refused to receive the evaluation team at first, citing breaches in protocol. Working closely with IOM and USAID to rectify the issue, the team was able to meet with these important stakeholders. In addition, the team encountered major challenges in convening youth to participate in focus group discussions and to take the beneficiary survey. Male youth, in particular from the Qualification and Training Center for Fishing Professions (CQFMP), were most reticent

to participate in the evaluation. When it became clear that it would be difficult for the evaluation team to achieve a high number of youth responses for the survey, the team employed creative methods, including calling individuals to urge participation and using vehicles to pick up EMELI youth. Moreover, student records were incomplete at times and seemed to suffer inadequate treatment within the training institutes, making it challenging for the project's M&E staff as well as the evaluation team to obtain comprehensive information about EMELI activity participants. Turnover in both IOM and government offices further complicated data collection. The large number of individuals who participated in the evaluation and the efforts to triangulate data combine to attempt to address these limitations.

## FINDINGS AND CONCLUSIONS

### EVALUATION QUESTION I

*What, if any, effect has the activity had on employability of youth and their ability to address social grievances? What were the differences in the effects between young men and young women?*

### FINDINGS

Question I addresses the core of EMELI's project activities. Findings draw from interviews and focus groups as well as project documents, including program statistics. This evaluation relies on the International Labor Organization's 2013 definition of employability<sup>10</sup> as *"the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of the life cycle"* This section provides an overview of trainings as gleaned through evaluation activities.

### OVERVIEW OF TRAININGS PROVIDED

#### VOCATIONAL TRAINING

In accordance with the project's original SOW, the implementing partner, IOM, began delivering vocational training activities to students in September 2018. IOM worked with the CFPM and two schools within the Naval Academy, the CQFMP in Nouakchott and the Higher Institute of Marine Sciences (ISSM) in Nouadhibou, to provide these services. Trainings focused on the fishing industry as well as more traditional vocational trades. A July 2017 market study for EMELI indicated four growth sectors in addition to mining: agriculture and breeding, fishing, services and public constructions. Originally, IOM worked with the National Institute for the Promotion of Vocational and Technical Education (INAP-FTP) to identify 12 trades for the EMELI project to develop for the CFPM, including more innovative tracts.<sup>11</sup> For various reasons (see section that follows on obstacles to program implementation), EMELI youth benefited from only four traditional areas routinely taught at the CFPM (sewing, computing, plumbing and electricity).

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<sup>10</sup> "Enhancing youth employability: What? Why? and How? Guide to core work skills" by Laura Brewer; International Labor Organization, Skills and Employability Department. Geneva: ILO, 2013. Accessed online at [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_213452.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf)

<sup>11</sup> Modules developed but not implemented included: engine failure diagnosis, maintenance operator, renewable energy, professional plasterer, professional building painter, professional tiler, scrap metal worker, embroidery, dyeing, physiotherapy, medical secretary (interviews with CFPM, OIM and INAP; INAP training modules).

Regarding fishing trades, IOM discussions with multiple stakeholders identified fishing as particularly relevant to young people with limited formal education and as a sector that could absorb a high volume of workers. In addition to the Naval Academy, the National Federation of Fisheries (FNP) expressed particular support for the choice of the fishing sector, underlying the need for new workers during an interview: “Here for fishing, we continue to need manpower because there are a lot of foreigners that work within the sector.”

In addition to these three schools, IOM worked with the civil society organization (CSO) AGD to run activities at the CCEJ. Among these activities, AGD trained an additional 130 young people in civil engagement<sup>12</sup> (25 youth), project development (25), citizenship (25), entrepreneurship (25) and the visual arts (30 youth). Trainings lasted three days.

Program documents and statistics show that of the 261 young people who enrolled, 227 completed the classroom trainings and 216 completed both the classroom and internship phases, a completion rate of 83 percent. According to IOM staff, the original target for vocational education was 600 youth, revised to 260 after the announcement of early termination. The majority of participants, 138 of 216 (64 percent) were female. Focus group discussions, interviews and phone calls to youth who left the program confirmed these numbers. Discussions with IOM as well as interviews with nine individuals who never attended or left the program showed that their reasons included attending police academy instead (two individuals), health problems (two individuals), travel and not being able to devote the time required for trainings. The largest number of dropouts, 37 of 45, was among CQFMP students, with eight dropouts at the CFPM and no dropouts at the ISSM in Nouadhibou. Reasons among CQFMP students (20 left during training and 11 during internships) included concerns about working at sea and women’s insecurity when working at night.<sup>13</sup>

**TABLE 1: BREAKDOWN OF STUDENTS BY CLASSROOM TRAINING (N=227)**

INSTITUTION	DATES	VOCATIONAL TRACT	# OF YOUTH	# OF FEMALES	# OF MALES
CQFMP	September 5, 2018	Artisanal processing	85	84	1
		Servicing/Repair of outboard engines	20	0	20
		Encircling nets	29	0	29
ISSM	September 10, 2018	Semi-industrial processing	20	20	0
		Industrial cleaning	21	0	21
CFPM	February 4-April 4, 2019; Internships begin April 15, 2019	Sewing	15	15	0
		Computing	14	14	0
		Plumbing	13	4	9
		Electricity	10	1	9
Total			227	138	89

The evaluation sought to better understand youths’ general impressions of the vocational trainings. Student focus groups revealed that the majority of young people at all three institutions found the training modules and the quality of the experience to be satisfactory. This finding was confirmed by multiple

<sup>12</sup> *La vie associative*.

<sup>13</sup> Source: Student interviews; interviews with IOM, CFQPM; Q12019 quarterly report; and M&E tracker.

stakeholders including IOM, USAID, CFPM, CQFMP, ISSM and the National Agency for Promotion of Youth Employment (ANAPEJ). While data were not available for CFPM students, EMELI's May 2019 satisfaction report identifies satisfaction rates of more than 92 percent for all students at the Naval Academy. Students also signaled weaknesses including the three-month classroom trainings being too short; the lack of equipment and learning supports; and language problems. Interviews with at least two other actors leading vocational training in Mauritania found IOM's training schedule to be appropriate, especially given participants' vulnerability to market forces and need for income-generating opportunities.<sup>14</sup>

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"In the future, the project should take place over more time, in terms of the length of the training. The subject areas are very interesting. There should be enough time so that learners can really capture the information in their minds. Not all students have the same learning capacity and rapid assimilation rate in order to really understand what is taught in a short period of time."

— *Plumbing student, CFPM, Focus group*

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Focus groups with students at all four centers and with their administrators indicated that not all participants spoke the same language and it was difficult to identify one language of instruction. This was also an issue at the Youth Center in Sebha.

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"There were participants, Maures, who did not necessarily understand French. The training was in French and me, I was good enough in Hassaniya to translate each time but I couldn't translate all of it."

— *Youth, AGD training, Focus group*

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Finally, several students expressed dissatisfaction with the maritime training that the Naval Academy required of male students. EMELI's satisfaction report identified that 20 percent of male respondents were not satisfied. As indicated in the quote that follows, some youth found the training too regimented and harsh. Focus group conversations with 22 CQFMP students revealed this sentiment among the majority of students. At the same time, other students and stakeholders found the maritime bootcamp to be beneficial, particularly ISSM students. The next quotes illustrate opposing viewpoints.

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"Military [maritime] training was very severe and hard. It should be softened because there are people who cannot tolerate it."

— *Male CQFMP student, Focus group*

"We benefited from the military [maritime] training, as it allowed us to gain a number of insights. We discovered things that we couldn't have known previously."

— *Male ISSM student, Focus group*

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Numerous individuals interviewed, including respondents from the Naval Academy, the National Federation of Fisheries and businesses employing EMELI youth, were enthusiastic about the bootcamp training and the effect it had on youth. Two quotes provide illustration:

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<sup>14</sup> Source: interviews with Kreditanstalt Fuer Wiederaufbau (KfW), European Union Delegation.



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“We have noticed that all the sailors who have undergone this civilian training come out muscular, were more disciplined, more dynamic, etc., and we think it’s a really good thing.”

— *National Federation of Fisheries, interview*

“The men showed themselves to have undergone military [maritime] training. They were polite and well educated.”

— *Hong Dong Fishing Company official, interview*

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### LEADERSHIP AND SOFT SKILLS TRAINING

As described in more detail under EQ2, the original Thought Leadership Training evolved during program implementation to focus on leadership and soft skills training. While the cooperative agreement proposed that the training would last one to three months, youth benefited from 10 days of training. Per program documents and interviews with all relevant stakeholders, the training covered four competencies: 1) leadership, 2) critical and creative thinking, 3) pro-social decision-making and 4) personal and social competencies related to professional behavior. Program records show that 205 people received this training, including the youth benefiting from vocational trainings and youth participating in youth cultural center (CCEJ) activities. Seventeen people participated in the training of trainers (TOT) led by the Senegalese consultant who developed the training modules. This figure includes one IOM staff member. Eight employment counselors from the CFPM and ANAPEJ and a religious expert from the Association Rabita<sup>15</sup> also participated in the TOT.<sup>16</sup>

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“We learned how to capitalize on the hidden skills within each of us, and to use our individual potential in order to open up opportunities that we didn’t even know existed. There are a lot of things that we can do that we thought we were incapable of.”

— *ISSM Student, focus group*

“This was a training where I shut off my telephone because it was that interesting ... I saw youths’ interest in themselves. They said they were transformed, that they had changed, that they had learned things. Now, they are good, even when you tell them that when they go to an interview, ‘You need to dress appropriately. ... You can’t just come how you like. It’s not like you are at home. When you got to work, you need to give a good impression.’ They were shocked. ... They learned a lot of little things that can be really important.”

— *Leadership and Soft Skills trainer, focus group*

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Feedback from youth and trainers on the leadership and soft skills training was overwhelmingly positive. All 146 youth participating in focus groups (101 females, 35 males) expressed this view, which is also confirmed by a 95 percent satisfaction rate (92 percent for males, 99 percent for females) within the EMELI satisfaction report. Similarly, trainers in a focus group identified their enthusiasm for the training and the fact that youth were absent only under extreme circumstances. Almost all stakeholders interviewed expressed accolades for this training to the evaluation team.

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<sup>15</sup> Per the cooperative agreement, “The Mauritanian Rabita of Ulema was created in 2000, with different objectives, among which to spread Islam and knowledge in Mauritania, to teach Islamic sciences, to fight against illiteracy and ignorance, to fight against poverty and extremism, to support Mahadras and Mosques, and to reinforce the capacities for teachers and students of Koranic schools (Mahadra)” (p. 24).

<sup>16</sup> Source: program documents, IOM interview, focus group with trainers.

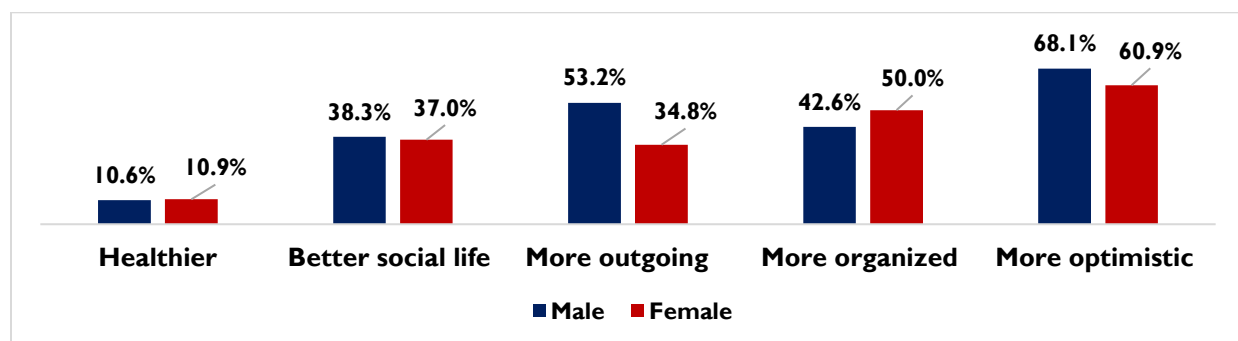
## PERCEIVED CHANGES IN YOUTH

### GENERAL EMPLOYABILITY

Both EMELI's baseline report and the evaluation survey showed that over 80 percent of youth trained at the CFPM or the Naval Academy had attended secondary school prior to EMELI. The baseline clarifies that 54 percent of women attended middle school, with few attending high school or university. In addition, 60 percent of respondents had never worked or benefited from consistent revenue. Only 11 of 209 respondents identified working at the time of the study, and all felt their wage was below Mauritania's consumer goods basket rate.

Data from multiple sources suggest that EMELI participants have changed positively as a result of the vocational and leadership and soft skills trainings. Findings from the evaluation survey (n=110) demonstrate that all respondents felt that they changed as a person as a result of their involvement in the project. Nearly 98 percent of respondents said that they changed for the better with 35 percent feeling they had become more organized, 29 percent more outgoing and 23 percent having better social lives. Figure 2 provides a gender disaggregation of how students felt they had changed positively.<sup>17</sup>

**FIGURE 2: AREAS OF STUDENT IMPROVEMENT, BY GENDER**



Of the five options, male and female respondents had similar scores on two options, while many more male than female respondents identified feeling more outgoing (53.2 percent versus 34.8 percent) and more optimistic (68.1 percent versus 60.9 percent). On the other hand, more women than men felt they had become more organized (50 percent of women versus 42.6 percent of men).

Findings address both individual and collective changes. Colleagues from ANAPEJ, the state entity responsible for youth work placement, commented on how a group of nine students decided to stop smoking during the training. The colleague commented:

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“So it really touched facets of their life that we couldn’t have imagined. And these are important facets because it’s health, gender. Truly, these are positive changes and it’s magnificent!”

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<sup>17</sup> Differences between genders are not statistically significant.

A focus group with students trained in artisanal processing shared that a group of 25 young women created an association that was still in an embryonic stage. They said they hoped it would serve as a space for brainstorming about opportunities for youth to help each other, particularly around employment.

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“I regained my confidence because I have become someone who can lead a group. I can manage a group and share my ideas. The personal development [leadership and soft skills] training opened doors for us and thank God for that. The training has strengthened us.”

— Youth trained with AGD, focus group

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In addition, feedback from employers in both Nouakchott and Nouadhibou in the fishing sector spoke to the strong preparation of EMELI youth in general.<sup>18</sup> They spoke of their willingness to work, their strong work ethic and their respect for rules and safety standards. One company, Hong Dong, in Nouadhibou received nearly half of the ISSM students as interns, working with 10 female and 10 male students and ultimately recruiting one male for a position after the end of training. This company also shared positive views of EMELI youth, adding that “they work better than our other employees.”<sup>19</sup>

### ENTREPRENEURSHIP

The EMELI activity also sought to improve youth’s sense of entrepreneurship, which they deemed particularly important given the dominance of the informal sector in Mauritania.<sup>20</sup> Data show that various program components aimed to support entrepreneurship, including the leadership and soft skills training, development of business plans for ISSM students, three-day program management and entrepreneurship trainings for Youth Center students and efforts by IOM to implement microfinancing and incubation support for new initiatives. In addition to IOM staff, who were highly enthusiastic, interviews with USAID, ISSM and ANAPEJ staff lauded the emphasis on youth developing their own projects as highly relevant and promising. According to interviews with IOM and ISSM staff, this emphasis was most pronounced at ISSM, and students were chosen specifically because those trades provided the best opportunities for developing new business opportunities. As a result, ISSM coached students to form groups and develop a total of five business plans. An ISSM 2019 synthesis report of EMELI’s training notes:

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“First of all, the beneficiaries themselves had asked to have the opportunity to create their own small businesses. We also noticed the extent to which the beneficiaries were very motivated from the beginning, possessed an excellent citizenship education and participated activity in trainings and meetings and visits.”

— Synthesis report, p. 2

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<sup>18</sup> At the time of the evaluation, CFPM students were just completing the classroom training and some were beginning their internships. Thus, information from companies was not available for trades outside of the fishing sector.

<sup>19</sup> Source: Interview, Hong Dong.

<sup>20</sup> Interview with IOM, 2017 labor market assessment.

A key ISSM administrator also commented:

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“[Students] said that this provided them more autonomy to solve their problems. They didn’t know that they could lead their own businesses, for instance. They thought it was inaccessible to them. They now see that it is accessible, and they have discerned capacities within themselves and that is very valuable.”

— *Naval Academy Administrator, Focus group*

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In addition, all 28 students participating in trainings at the Youth Center who met with the evaluation team expressed satisfaction with the trainings. They felt that they now had the courage to initiate certain efforts, like creating a borehole in their village or developing an agricultural project or childcare center. These trainings lasted three days. Comments from these youth indicate that they may have already been in the process of developing a small business or association prior to EMELI. Focus group participants identified lacking family support, access to financing and follow-up as obstacles.

Focus groups with vocational education students in Nouadhibou confirmed youths’ strong interest in moving forward with these initiatives, as well as similarly strong disappointment that EMELI was ending without providing the financing that had been anticipated. As illustration, an ISSM student commented during a focus group that:

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“They told us that we would be employed or that we would receive financing for our projects. We developed four projects that we submitted to the Naval Academy.”<sup>21</sup>

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Students at CFPM also expressed their dismay during focus groups and students similarly expressed understanding that EMELI promised work or financing. According to an electrical student:

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“If we don’t find work, IOM will give us between 1,000 and 1,500 MRU for our small-business projects.”

— *Electrical student, CFPM, focus group*

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The revised EMELI workplan indicates that cuts included \$275,000 that had been marked for start-up grants for outstanding students and \$200,000 for the “establishment and support for running of a business incubator.” As a result, although EMELI staff had begun discussions with the Professional Association of Microfinance Institutions and Operators in Mauritania (APROMI) about providing students access to microcredit and with *Je M’Engage* (“I’m In”), an NGO specializing in entrepreneurship, and Hadina, an incubator. None came to fruition.<sup>22</sup> Within the last days of EMELI’s contract, IOM organized an event with the support of ANAPEJ to make youth aware of these various options even with EMELI ending. Without a guarantee, however, it is unlikely that youth will obtain funding.

## *JOB PLACEMENT*

Although the concept of employability is broad, job placement remains a relevant metric, and analysis reveals that job placement was an important aspect of EMELI for all stakeholders. Focus groups and

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<sup>21</sup> Source: Student, ISSM; Focus group.

<sup>22</sup> Confirmed by interviews with the three institutions.

interviews with students and companies identified that 29 youths (representing 13 percent of all participants)<sup>23</sup> had found positions following training: eight ISSM students (including one female), 18 CQMFP students (all female) and three plumbing students from the CFPM (all male).<sup>24</sup> All youth in this position hold pre-hire internship status. Interviews with key actors, like the FNP, clarified that full-time contracts are unlikely, given hiring practices within the fishing sector.

Multiple actors provided support for job placement, including the Naval Academy and CFPM, which used their networks to place students in internships that may lead to later employment. In addition to the Naval Academy institutions, the Free Zone in Nouadhibou indicated that it has also encouraged accredited companies to hire EMELI trainees.<sup>25</sup> Perhaps most notably, staff from IOM, ANAPEJ, the Naval Academy and the National Union of Mauritanian Employers (UNPM) spoke of the FNP's commitment to hire 200 students. They often referred to a letter with the subject "Recommendations for employment" that IOM had sent to the FNP, also included within the minutes of the April 28 roundtable discussion at ANAPEJ. An FNP executive, however, strongly disagreed:

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"Let's be clear. As I told you, as a federation, our companies are members. They will give EMELI trainees the same priority as others in the job market. That must be clear. We never said that there was a formal commitment that we would take them. Never! But once the internship is finished they [students] need to show that they are useful, that he can move, he must respect the captain on the boat. He must be productive. Old habits of arriving late, not working hard, getting into arguments while at sea. ... They will be sent home."

— Interview

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The majority of youth identified a high level of disappointment and frustration because they had not yet found work after the EMELI trainings. Interviews with ANAPEJ, the three training institutions, USAID and IOM confirmed this finding. Fishing industry actors provided insights into job placement challenges. One company representative spoke of the variable nature of the fishing market. In addition, activities routinely cease during the year to allow fish populations to rebound. Another company spoke of strict hiring and administrative practices that discouraged recruiting new workers. The Naval Academy writes of a low placement rate in its training summary document and cites several possible reasons, including companies preferring to hire men over women, procurement issues and one company freezing hiring while a new unit comes online.

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"In terms of weaknesses, getting a job, that was really weak. Every single time they [EMELI project, ISSM, ANAPEJ] give us a new deadline. At the end of 2018, they said, 'All of you will be employed.' Then it was a lie, just a lie. Then they say, 'At the end of February, you will have graduated and get a job.' At the end of the last meeting they said, 'At the end of April, you will get a job.' They keep changing the deadline. It was really disappointing for my classmates and friends."

— Male ISSM Student, Focus Group

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<sup>23</sup> Youth who completed both phases of the training activity: classroom training and internship.

<sup>24</sup> Of these three, two work at a hotel and the third developed his own business.

<sup>25</sup> Source: interview.

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“We were told that after the trainings we would be recruited. We heard people tell us that the project will assure us employment, but up until now, we haven’t even started the internship”

— *Electrical student, CFPM, focus group*

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The Naval Academy administration remains optimistic that most youth will be recruited and suggests that six months is a period of reasonable time for finding work.<sup>26</sup> Interviews with IOM, ANAPEJ and USAID, in addition to site visits, confirm the development of two job placement units called *le Guichet mobile* (“The Mobile Counter”) developed by ANAPEJ<sup>27</sup>. One of them has CFPM as its base. Youth focus groups confirmed that some students have already registered with the service.

### ADDRESSING SOCIAL GRIEVANCES

In addition to general employability and entrepreneurship skills, EMELI sought to help youth address social grievances. IOM identified a Youth Cultural and Exchange Center within its original SOW that would “serve as a platform where Mauritanian youth explore a variety of concepts, presented by professionals and peers, in order to exchange ideas, discuss social topics and develop proposed solutions to problems.” In this way, the center would complement the vocational trainings. All relevant stakeholders involved in the Youth Center expressed that EMELI succeeded in revitalizing the center and creating linkages to youth.<sup>28</sup> In focus group discussions with youth across the programs, those participating in AGD trainings at the Youth Center most clearly expressed having developed attitudes and skills relevant to addressing social grievances.

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“Citizenship was the first training I did here, and I gained a lot from it, lots of experience...It also woke me up. That’s why I created a youth association and also is why I knew that we, youth, we can’t wait for the State for us to start working. We must work ourselves without the State. So that’s what pushed me to create the association and today we’ve done a lot of sanitation activities and also for the International Malaria Day, we did an activity on that too. Our association has benefited a lot from EMELI and AGD.”

— *Youth trained with AGD, focus group*

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Discussions with IOM staff, AGD, CFPM and CQFPM students and administration revealed that the distance between the Youth Center and the vocational training centers was an obstacle for those benefiting from vocational trainings to spend time regularly at the Youth Center. The exception was for large events, like a concert with Senegalese singer Coumba Gawlo, events for International Women’s Day and a dialogue with elected officials, where IOM provided transportation for CFPM and CQFMP students. The 41 students at ISSM in Nouadhibou did not benefit at all from the center.

### ADDITIONAL GENDER ANALYSIS

As indicated, more women than men completed the EMELI trainings (138 women, 89 men) and certain vocational tracts at the Naval Academy were gender-specific and dependent on the requirement to

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<sup>26</sup> Source: interview.

<sup>27</sup> While an assessment of ANAPEJ’s capacity and effectiveness in assisting youth find job placements would contribute to a better understanding of EMELI outcomes, it was beyond the scope of the present evaluation. Future similar youth workforce projects should more thoroughly investigate ANAPEJ and others’ capacities prior to collaboration.

<sup>28</sup> Source: interviews with youth inspector, AGD and youth.

participate in the bootcamp-like maritime training. While more men than women participated in certain trades at the CFPM, female students still had the choice to participate in these trainings (see Table 1). Maritime training was available only to males. While IOM and USAID discussed the possibility of women also taking part in the maritime training, the Naval Academy would not comply as similar efforts failed in the past. At the same time, ISSM heralded the EMELI trainings as achieving near perfect parity, a first for its programs, and expressed great satisfaction in the learning acquisition and observed changes of female participants. According to the *Synopsis sur la formation des Mahadras*,

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“Even if they did not undergo paramilitary [maritime] training for a month like the boys, these girls demonstrated very strong motivation and a clear change in behavior (negligible absence rate, overwhelming motivation, relaying information to other young girls in the city).”

— Page 3

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In general, the majority of young women participating in focus groups identified that EMELI trainings were very useful, particularly for working in the fishing sector. They were not aware of this opportunity prior to EMELI. As illustration, according to one student,

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“For me, the EMELI activity opened up opportunities for people who did not receive formal schooling. It was a chance for youth without a certificate or diploma to become autonomous and productive, without depending upon society. Youth had been static at home, not busy and unemployed. At the least, the program helped women to get out of that situation by offering them professional qualifications. Women didn’t work within the fishing sector, but they do from now on.”

—ISSM Student, focus group

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Interviews and focus groups with youth as well as the IOM and the Naval Academy revealed a persistent challenge for female youth: overcoming concerns about women’s security when much of the fish processing takes place at night. According to the EMELI team, IOM was able to assist five female students who had dropped out of the program, instead finding them internships during the day.

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“Upon our arrival at the internship site we noticed that the company directors were men and that not one woman led a business. The work wasn’t designed in a way to accommodate women, the work hours are at night. I say this because fish arrives at night and we live in Mauritanian society. If we want to place women within the workforce, we need to develop an appropriate program, and achieve parity within the workplace. We want a democratic society in which we are not refused men’s work. Women need to receive help to work.”

— Female student, CQFMP

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In response to the evaluation survey, 96 percent of the 110 respondents (all women and 46 of 50 male respondents) affirmed that EMELI trainings changed the way they saw women’s capacities within the workforce. Analysis of open-ended responses determined that all responses were positive changes.

## SOME EXPLANATION FOR LIMITED RESULTS

Findings clearly reveal that while the EMELI project succeeded in providing vocational trainings to some youth in addition to leadership and soft skills training, that results could have been stronger. Multiple reasons seem to explain the underachieving results, including delays in implementation. While the cooperative agreement went into effect in January 2017, trainings began in September 2018 and the

USAID/Sahel Regional Office (SRO) issued a termination letter on March 7, 2019. This section addresses challenges with institutional partners, as compounded by early termination.<sup>29</sup>

In addition to interviews, multiple sources of information included the cooperative agreement, quarterly and annual reports and diagnostic reports on the conditions of the CFPM and the CCEJ; they identify both as needing major support. Working with the CFPM, in particular, was a major challenge for the project. Evaluation team visits to the school as well as multiple interviews with IOM and other institutions working in vocational education testified to the dilapidated state of the CFPM, its lack of equipment and the low capacity of trainers. IOM planned to both equip and renovate these facilities within its December 2018 workplan, as well as provide additional technical training for CFPM trainers.<sup>30</sup> According to IOM, CFPM's poor state compounded delays in implementation. The USAID/SRO termination letter overrode those decisions and blocked financial support for both facilities. Discussions with both IOM and CFPM administration revealed that the CFPM had delayed its trainings by three months while waiting for new equipment. The CFPM limited its intake to only EMELI students in anticipation of 400 EMELI enrollees. In the end, the CFPM trained 52 students, or 13 percent of the original target; overall, EMELI trained 216 of anticipated 600 youth, 36 percent of the original target.

## CONCLUSIONS

Due to the proximity between EMELI trainings and this final performance evaluation, it is impossible for the evaluation team to identify long-term effects of programming. The project's early termination also renders judgment difficult, as output targets changed; for instance, from training 600 to 260 vulnerable youth. The project fell short of both targets, with 216 youth, including 138 women (64 percent), completing all phases of the training sequence, thus 83 percent of the adjusted target, but just over a third (36 percent) of the original target. In terms of quality, EMELI seems to have provided adequate services given its constraints, based on youths' general satisfaction with both technical and the leadership and soft skills training. The leadership and soft skills training, in particular, offers an innovative and proven model for future vocational education programs.

Additional areas for improvement of vocational and leadership and soft skills trainings can be noted, including language issues, a lack of equipment and youth's desire for longer sessions. EMELI's late start of trainings, nearly a year and a half after the project start, was a significant impediment for EMELI meeting its targets and promoting youth's development of employable skills and abilities to address social grievances. The project's need to play catch-up and the poor state of the CFPM resulted in changes in implementation, including shifting some trainings to the Naval Academy and abandoning the 12 innovative training modules developed through INAP-FTP for trades typically offered at the CFPM. Without these constraints, EMELI may have experienced greater numerical and qualitative success.

The project achieved results in terms of youth developing and improving entrepreneurship skills, particularly through the development of business plans and the leadership and soft skills trainings. Leadership and soft

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<sup>29</sup> EQ3 addresses internal staffing and structural issues, while EQ4 addresses EMELI's failure to restructure after the application of the sanctions.

<sup>30</sup> After announcement of the TVPA sanctions, USAID approved the December 2018 workplan that included equipment of the CFPM of \$11,000 (reduced from \$225,000), small-scale rehabilitation work at CFPM for \$35,000 (reduced from \$267,473) as well as \$20,000 for INAP-FTP to reinforce the capacity of trainers. The Youth Center was to receive \$7,000 in equipment (reduced from \$60,000) as well as small-scale renovations budgeted for \$18,000 (reduced from \$90,358).



skills training, however, lasted only two weeks, far less than the proposed span of one to three months. A longer training may have had greater effects for youth. In terms of job placement, at the time of the evaluation, 29 of 216 students (13 percent) had found employment, albeit just pre-employment internships. Findings demonstrate some confusion and miscommunication around program expectations, as well as realistic outcomes related to job placement. The most egregious is how IOM, ANAPEJ and others understood the FNP to have committed to place 200 students, which FNP disputes as impossible.

The unexpected shutdown of the project further compounded these constraints and led to cancellation of future trainings and, in particular, microfinancing and incubation efforts, a missed opportunity that could have further improved youth's employability. While identifying EMELI's strengths, nearly all youth expressed significant disappointment and disillusionment with the activity overall due to these cancellations. Lastly, while the original SOW identified a "whole-of-beneficiary" approach, the distance between the Naval Academy, CFPM and Youth Center facilities prohibited youth from benefiting from a comprehensive package of activities and the planned exchange of ideas across program populations.

More females than males participated in EMELI activities, and gender influenced both men and women's opportunities within the various trades. While program actors supported the Naval Academy requirement that young men undergo maritime training, baseline findings show that 20 percent of young men disapproved of the training. Women found particular difficulty integrating the fishing sector, given demands to work at night. Promising results from the evaluation survey demonstrate that EMELI helped 96 percent of respondents see a larger role for women within the workforce.

## EVALUATION QUESTION 2

*How has the activity contributed to making young men and women less vulnerable to recruitment by violent extremist organizations?*

### FINDINGS

EMELI sought to reduce the risk of radicalization and VE recruitment among vulnerable youth by reducing the social injustices that could push them to radicalize and strengthening pro-social decision-making capacities that could help them resist recruitment efforts. EMELI's contributions to this goal rest on its ability to identify and work with this vulnerable population.

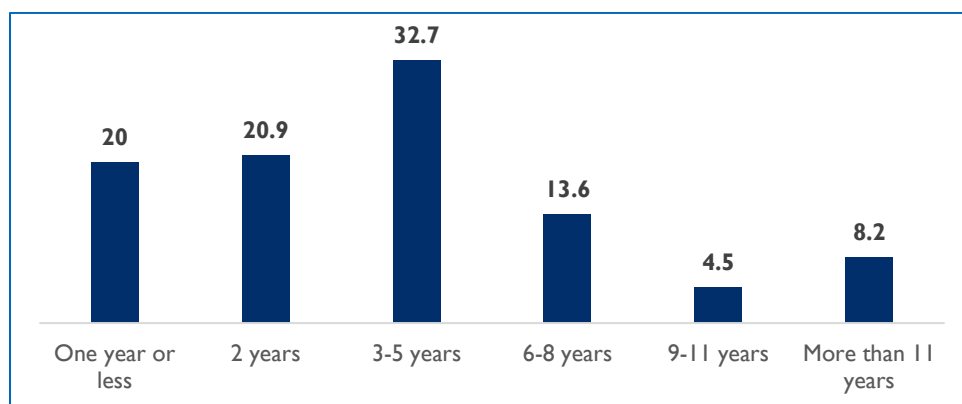
Broadly speaking, CVE efforts follow two main approaches. In the first, interventions address the population at large to raise awareness and promote tolerance, including curriculum reform, training of imams, radio programs and music festivals. Interventions may also address systemic "push" factors, such as human rights abuses and corruption through governance reforms. In the second approach, interventions target populations that are vulnerable to VE radicalization and recruitment. Vulnerabilities are context-specific and may derive from socioeconomic marginalization, links to illicit economies, the presence of radical mentors, intercommunal conflict or political exclusion, for example. CVE efforts in this second approach identify communities or individuals who are considered more at risk than others for tailored interventions such as vocational and life skills training, counseling, leadership training, sports and cultural activities and community development projects. Targeted interventions require more resources per person but are warranted where individuals or communities represent a greater risk. With a focus on vulnerable youth from mahadras specifically, EMELI represents this second approach.

## TARGETING MARGINALIZED MAHADRA GRADUATES

The evaluation team found that targeting marginalized mahadra graduates posed a challenge for EMELI. The cooperative agreement identified “mahadra graduates who are marginalized and vulnerable to engaging in violent extremist activities” as the main target of the activity (Annex B, p. 1). This targeting rests on the findings of USAID’s 2016 CVE assessment that mahadra graduates are “especially affected by unemployment” (p. 14) and thus, “particularly vulnerable to extremist propagandizing” (p. 19). The fieldwork revealed confusion regarding the targeting of vulnerable youth from mahadras. While the cooperative agreement identified “mahadras graduates” as the target, project documents in French used the phrase “*sortant de mahadras*,” which refers to those “coming out of mahadras,” not necessarily graduates.<sup>31</sup> In addition, interviews and focus groups with nearly all stakeholders stressed that “everyone” in Mauritania has “come out of” a mahadra.

To identify youth participants, the project required students to have a certificate of attendance from a mahadra, which is the criteria used by partner institution CFPM. Although IOM wanted to verify that the certificates were authentic, CFPM explained this was not possible, as no standard list of mahadras in the country exists (interview, IOM). Despite these certificates, not all EMELI beneficiaries spent a significant amount of time in mahadras. The EMELI Baseline Report shows that just 8 percent of students studied solely at mahadras. The evaluation survey shows that 74 percent of EMELI students spent five years or less in a mahadra and only 8 percent of students spent 11 years or more in one (see Figure 3). Moreover, according to the Naval Academy ISSM director, the majority of EMELI students had studied at the informal mahadras, but did so in parallel with formal schools.<sup>32</sup>

**FIGURE 3. DISTRIBUTION OF STUDENTS BY YEARS SPENT IN MAHADRAS (N=110) (%)**



Apart from the issue of identifying mahadra graduates, as opposed to someone who has studied at a mahadra for any amount of time, the fieldwork brought into question the judgment that mahadra graduates are more vulnerable than other youth. One CVE expert felt strongly that targeting youth from mahadras was the wrong approach, stating:

<sup>31</sup> The evaluation team speculates that the partner institution CFPM introduced the phrase “*sortant de mahadras*” to EMELI staff.

<sup>32</sup> Source: Naval Academy (ISSM) report.

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“To think that young people leaving the mahadras are the most vulnerable is false; no statistics show it.”

— *G5 Sahel, interview*

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Rather, he advocated a focus on unemployed, marginalized youth in peri-urban areas. Another CVE expert agreed:

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“People think that here the [driver] of violent extremism is religion. No. It's not religion. It's the lack of resources. It's non-participation in governance.”

— *CSO Leader, interview*

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Likewise, another CVE project that may be similar to EMELI, the European Union Resilience, Cultural and Social Cohesion in Mauritania Project (CORIM), does not target mahadra graduates in its vocational training and activities that generate small incomes. Instead, it identifies the most vulnerable youth based on political, economic and social marginalization of neighborhoods.<sup>33</sup>

## TARGETING OF VULNERABLE AREAS

In an effort to recruit vulnerable youth, EMELI sought to target vulnerable neighborhoods in Nouakchott for its messaging. There were no studies or official government policies to draw from, so EMELI staff held two meetings with the Ministry of Islamic Affairs and ulemas (Islamic religious scholars) to identify the most vulnerable neighborhoods. Interviews with government officials and other projects working in CVE confirmed a lack of documentation and research on the issue of vulnerable neighborhoods. Of the nine administrative departments in Nouakchott, colloquially known as neighborhoods, EMELI identified seven as most vulnerable (but subsequently dropped Teyragh Zeina), leaving Arafat, Ryad, Dar Naim, Sebkha, El Mina and Teyaret<sup>34</sup>. Only Toujounine and Ksar in the west were considered not vulnerable. These neighborhoods were identified for both “push” and “pull” factors: abject poverty in some cases, influencers like imams in others and places that had been rumored to be associated with AQIM and the Islamic State.<sup>35</sup> Mauritanie 2000, an NGO that EMELI hired to publicize the opportunity and recruit students, also influenced the choice of neighborhoods. The director of Mauritanie 2000 based her decisions about where to target their efforts on “observations” she has made.<sup>36</sup> The CORIM project undertook more rigorous, ethnographic studies of neighborhoods in Nouakchott, but identified the same list of neighborhoods as vulnerable, with the addition of Toujounine.<sup>37</sup> EMELI staff did not undertake a similar exercise for targeting vulnerable neighborhoods in Nouadhibou.

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<sup>33</sup> Source: interview, CORIM.

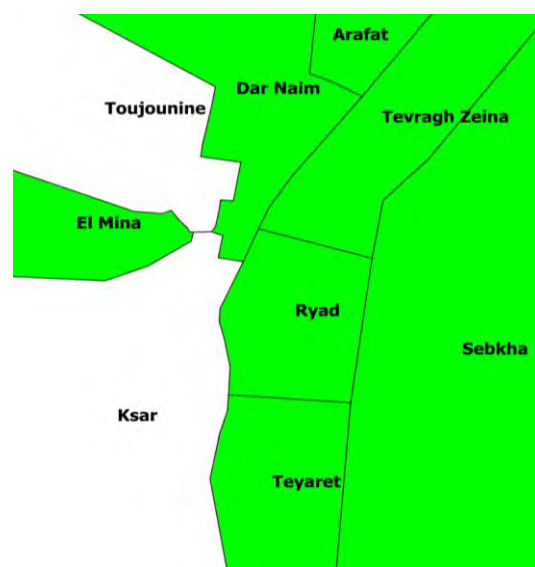
<sup>34</sup> Source: interview, IOM.

<sup>35</sup> Source: interview, IOM.

<sup>36</sup> Source: interview, *Mauritanie 2000*.

<sup>37</sup> Source: interview, CORIM

FIGURE 4: NINE NEIGHBORHOODS OF NOUAKCHOTT WITH EMELI ZONES HIGHLIGHTED



Although EMELI aimed to enroll marginalized mahadra students, the evaluation survey suggests that many beneficiaries did not perceive themselves as marginalized. Only 17 percent of students (20 percent of men and 15 percent of women) considered their living conditions to be a little worse than other Mauritians, whereas 69 percent (76 percent of men and 63 percent of women) considered them about the same, and 14 percent (4 percent of men and 22 percent of women) considered them better. In addition, roughly half of the students (47 percent) reported that they did not feel sidelined by society in the EMELI Baseline Report.

While the expected shutdown precluded EMELI’s expansion outside Nouakchott and Nouadhibou EMELI also intended to expand to Boutilimit and Rosso in Trarza and Nema in Hodh Ech Chargui as part of a cost modification for an additional \$650,000 in equipment purchases that was approved in October 2018, according to IOM staff. The selection of these areas corresponds with USAID’s 2016 CVE assessment that identified Boutilimit, Nema and Nouakchott as areas of particular concern. However, according to key personnel associated with the USG-funded Sadaqa<sup>38</sup> project, the Ministry of Islamic Affairs considered Nouakchott, Hodh Ech Chargui, Assaba and Hodh El Gharbi to be the VE “hotspots,” but only the first two correspond with the USAID assessment. Moreover, the CORIM project has identified Atar in Adrar and Kaedi in Brakna as vulnerable areas outside the capital; these do not overlap with the areas identified in the USAID assessment. The differing targets show less agreement on vulnerable areas in the country than on vulnerable neighborhoods in Nouakchott.

#### TARGETING OTHER CHARACTERISTICS OF PARTICIPANTS

Following USAID’s guidance, EMELI did not seek to target youth based on gender. In line with the USAID Gender Assessment, USAID encouraged EMELI staff to include more women, even with respect to their participation in the trades. The activity succeeded in this regard: The majority (64 percent) of the vocational education students were female. However, by any reckoning, females are less vulnerable to VE recruitment than males are. Known jihadists who have joined VE groups abroad or who have been

<sup>38</sup> Sadaqa means “friendship.”

imprisoned in Mauritania are all male. According to a key participant in the G5 Sahel, the role of women in the Sahel is limited to being the mothers of those radicalized.<sup>39</sup>

Similarly, USAID instructed EMELI staff to offer resources to all ethnic groups and not to collect information on ethnic identity given the sensitivities around the topic in Mauritania.<sup>40</sup> But to the extent that the ethnicities of those joining VE groups were known, targeting could have increased CVE impact. For example, of 70 Mauritanian prisoners accused of being involved in terrorist attacks, Bidane accounted for nearly 75 percent, while Haratine and Afro-Mauritanians made up 17 percent and 9 percent respectively.<sup>41</sup> Other research suggests that Arabophone Bidane and Haratine are more vulnerable to recruitment, as VE websites and videos are in Arabic,<sup>42</sup> and the USAID CVE assessment identifies the Haratine group, especially from rural areas, as the most vulnerable to VE recruitment. While the evaluation team did not ask about ethnicity during interviews and focus groups, one trainer at ISSM mentioned that only one of 41 students was not Arabophone.<sup>43</sup>

## CVE INTERVENTIONS

Apart from the questions of targeting, an aspect of the intervention that may have weakened its CVE impact was the leadership and soft skills training not incorporating the integrative complexity (IC) thinking that the original SOW referenced. IC thinking, shown to have an impact in dozens of applications, teaches participants to recognize and balance multiple perspectives, enabling them to resist very low-complexity, black-and-white, us-versus-them, extremist ideologies. According to IOM, EMELI dropped the idea of working with the British firm IC Thinking because of concerns that bringing Western, non-Muslim, non-Arabophone consultants into Mauritania would not work. USAID expressed some dismay with this decision, however, and indicated that not working with IC Thinking may have been a missed opportunity. Instead, EMELI hired a Senegalese businessman and professional trainer to develop the critical thinking modules, which taught EMELI students to consider the sources of information and the motivations of messengers in discerning how true or false information could be and introduced an appreciation for different points of view. Students and other stakeholders uniformly valued these modules (see EQ1), which likely broadened the students' perspectives, but it is possible that the CVE impact could have been greater with more explicit incorporation of the integrative complexity concepts.

## CVE EXPERTISE IN EMELI

CVE expertise has been inconsistent throughout the life of the project, due to the high turnover of project leadership. Since the beginning of the project in January 2017, three individuals served the role of project director, leaving gaps between tenures. The interim project director, who served from July to October 2018, had a background in CVE but the others did not. The lack of CVE expertise may have led to confusion about targeting and monitoring and evaluation (M&E). Per both USAID and IOM, the EMELI team was aware of this deficiency and proposed a \$50,000 three-week consultancy to reinforce EMELI's

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<sup>39</sup> Source: interview.

<sup>40</sup> Source: interview, USAID.

<sup>41</sup> Frederic Wehrey, "Control and Contain: Mauritania's Clerics and the Strategy Against Violent Extremism," March 2019, Carnegie Endowment for International Peace Working Paper.

<sup>42</sup> Ibrahim Yahaya Ibrahim, "Managing the Sahelo-Saharan Islamic Insurgency in Mauritania," Sahel Research Group Working Paper, no. 3 (August 2014).

<sup>43</sup> Source: focus group, ISSM trainers.

M&E framework, theory of change and lessons learned related to CVE. USAID did not approve this request, however, instead preferring to invest in the final performance evaluation.

## CONCLUSIONS

The evaluation showed that targeting youth who represented a greater risk of joining VE groups was difficult. The absence of VE attacks in recent years, relatively small number of known jihadists and paucity of research made it a challenge to discern which individuals or communities were more at risk. In Nouakchott, for example, EMELI identified a majority of neighborhoods (seven of nine) as vulnerable. In other cities where USAID has provided CVE services to at-risk youth, vulnerability to VE recruitment is more concentrated. In contrast, in Nairobi, Kenya, for example, vulnerability is concentrated in two of 30 neighborhoods. Although EMELI targeted marginalized youth from neighborhoods identified as vulnerable, findings from the evaluation survey show that a large majority (83 percent) of students considered their living conditions the same as or better than those of other Mauritians. Moreover, the baseline report found that only 8 percent of EMELI participants attended a mahadra as their sole form of education; the majority combined a mahadra education with formal schooling. These findings suggest that the youth who participated in the EMELI project may not have been the most vulnerable.

There was also a reluctance to target youth based on ethnicity or gender, which may reflect appropriate concerns for “doing no harm” and promoting gender parity, but comes at the expense of CVE impact. While the programs may improve people’s lives and have a clear development benefit, they may not reach those most at risk of joining VE groups. Given limited resources, USAID may have reason to program CVE funds differently and to support vocational, leadership and soft skills training more broadly.

Finally, as noted in the responses to EQ1, the abrupt closure of the project due to sanctions has also limited the impact of the project, including any CVE impact. When taken together, these conclusions suggest that EMELI had limited CVE impact.

## EVALUATION QUESTION 3

*What are the strengths and weaknesses of the activity’s management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?*

## FINDINGS

### OVERVIEW OF MANAGEMENT STRUCTURE

Fieldwork and document review confirmed that the EMELI project initiated a collaborative management structure that included government ministries, public training institutions and CSOs. The crosscutting nature of the project’s objectives led the EMELI team to believe that it needed the active involvement of four ministries<sup>44</sup>: the ministries of Employment, Youth and Sports, Islamic Affairs and Finance.<sup>45</sup> Although a

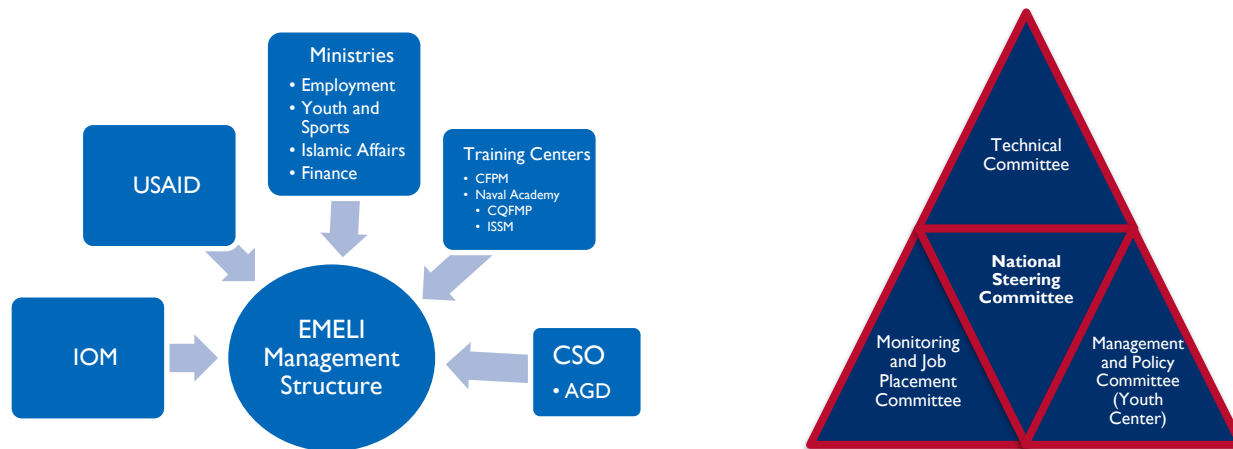
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<sup>44</sup> Source: interview, IOM.

<sup>45</sup> Their full names are the *Ministère de la Fonction Publique, du Travail, de l’Emploi et de la Modernisation de l’Administration*; the *Ministère de la Jeunesse et du Sports*; the *Ministère des Affaires Islamique* and the *Ministère de l’Economie et Finance*.

governmental office specific to training (*Direction de la formation professionnelle*) does exist, interviews with IOM, USAID and the directorate leaders clarified that it did not directly contribute to EMELI. The INAP-FTP, however, came under contract to develop training modules for EMELI. INAP-FTP falls under the Professional Training Directorate and has autonomous status.<sup>46</sup> While the IOM staff admitted that the structure was heavy, the team also felt that each was essential to the project’s implementation.

**FIGURE 5: COMPOSITION OF MANAGEMENT STRUCTURE**  
and **FIGURE 6: EMELI COMMITTEES**



In addition, four committees provided various support to the project, the most significant of which was the National Steering Committee (NSC). Affirming that the October 2017 decree established the NSC, interviews with all relevant stakeholders agreed that the committee had as its mandate the general supervision of the project, to review and approve workplans and verify the alignment of the project with government strategies. The executive director (*directeur général*) of the Ministry of Employment presided over the NSC of 15 members<sup>47</sup> and the NSC was supposed to meet every six months. The NSC met three times: December 8, 2017, July 5, 2018, and January 24, 2019.

A technical committee emerged later in the project cycle to allow for a more functional body with fewer members than the NSC that would meet more regularly, i.e., every two months or as needed. According to the IOM, INAP and the UNPM, the same members who served on the NSC also served on the technical committee, with the exception of INAP executive director, the CFPM director, the ANAPEJ executive director and the High Council on Youth representative. While the Ministry of Islamic Affairs held a seat on both committees, discussions with IOM indicate that this member rarely attended meetings. The technical committee held its first meeting July 26, 2018.<sup>48</sup>

The two additional committees constituting EMELI’s management structure were a Management and Policy Committee at the Youth Center and a Monitoring and Job Placement Committee<sup>49</sup> presided over by the

<sup>46</sup> Interviews confirmed that INAP has a technical mandate, while the *Direction de formation professionnelle* is administrative. This directorate was under the Ministry of Employment until October 2018, when it moved to the Ministry of Education.

<sup>47</sup> See Annex VIII.

<sup>48</sup> Source: Second Annual Report.

<sup>49</sup> In French, the *Comité de gestion et d’orientation du CCEJ* and the *Comité de Suivi et d’insertion*.

Prefect in Nouadhibou. The former, attended by IOM, USAID, AGD and the Departmental Inspection Office for the Ministry of Youth, was responsible for approving workplans for activities at the center.<sup>50</sup> The Monitoring and Job Placement Committee formed January 31, 2019, with the prefect and the majority of stakeholders in Nouadhibou as participants. Its mission was to advocate for job placement for EMELI youth.

## STRENGTHS

According to some stakeholders, the mere success of having launched the EMELI project and the ability to bring together diverse stakeholders from the public and private sectors are strengths of the activity's management structure. Relevant stakeholders that participated in the evaluation unanimously celebrated EMELI's approach in working so closely with the Mauritanian government, and some commented that the project would not have been possible without the involvement of so many. Interviews with USAID, U.S. Embassy officials and IOM suggested that convening diverse partners within the NSC was particularly useful in creating space to influence the project and advocate for its success.

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"EMELI does have a cumbersome structure of four ministries. At the same time, having buy-in among the government and so many involved and aware of the project makes such a structure very attractive."

— Senior U.S. Embassy personnel, interview

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In addition, discussions with stakeholders aware of the Management and Policy Committee at the Youth Center commented on this committee's relevance and efficiency in coordinating youth activities.

## WEAKNESSES

Fieldwork findings revealed weaknesses within the program management structure. The first relates to internal issues within IOM and the EMELI team. First, according to interviews with IOM, USAID and program documents, staffing was a challenge for EMELI, and three project directors served between the signing of the cooperation agreement on December 29, 2016, and the close of the project on May 31, 2019, with lapses between individuals. (See key dates in Annex VII for more precision). The first project director resigned after disagreements about project implementation; the second served an interim role; and the third left suddenly due to medical evacuation.

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"There were a lot of changes with the project director, and each time that a new person came, it took time to understand the project. And sometimes, just after they understood, they left. Yes, there were a lot of changes and it was too much, and it really disturbed things."

— ANAPEJ, interview

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The positions of EMELI communications officer and EMELI project assistant were also never filled.<sup>51</sup> Although IOM confirmed that the project's funding stream was satisfactory and that funds arrived on time, the project's burn rate was low at times. According to an analysis of financial reports, the project spent only 15 percent of the obligated amount within the first year and 28 percent within the first 18 months of

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<sup>50</sup> Source: Second Annual Report.

<sup>51</sup> Source: Workplan, December 2018.



the project. The project's spending rate increased to 74 percent of the obligated amount in September 2018, approximately 21 months into the project, which also coincided with the beginning of trainings.

Changes to personnel were not unique to the EMELI team, however, as document review and interviews identified that ministerial changes also caused challenges for activity implementation. A ministerial reshuffle took place on October 30, 2018, resulting in structural changes to the Ministry of Employment, including a change in the president of the NSC and the administrative transfer of INAP-FTP to the Ministry of Education.<sup>52</sup> Stakeholders including IOM, ANAPEJ, Ministry of Youth and Sports and USAID commented that these changes to the NSC, in particular, resulted in implementation delays. The NSC president, who began in November 2018, similarly expressed frustration that as soon as he began, the TVPA sanctions were applied, effectively ending collaboration.

Findings demonstrate that other elements also hampered the NSC's success. The original project SOW emphasized an interdisciplinary advisory committee not a steering committee, saying "The implementation of the project will remain under IOM's full supervision and the advisory board will not be engaged in day-to-day activities."<sup>53</sup> But the NSC's mandate, per its guiding decree, established the opposite. In addition, project reports and discussions with IOM, USAID and some NSC members describe a long and belabored process for putting the NSC into place. Once established, the NSC's main contribution was the approval of work plans. Not one evaluation participant could identify other major actions.

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"The greatest challenge that we faced was to bring all of the partners to truly understand the project's philosophy. Because in the beginning, we spent six months in discussions with authorities so that they could finally agree to support the project."

*EMELI Staff, IOM*

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One obstacle to bringing ministry colleagues on board concerned providing financial incentives for NSC members, a practice that multiple evaluation participants identified as both common practice and a challenge (Interviews with the World Bank, European Union, USAID, IOM and some government actors). While not permissible by USAID's policies, the decree establishing the NSC continued to contain an article providing for attendance fees, although it was never applied.

Creative efforts, such as involving the U.S. ambassador, who worked through Mauritania's president and then through the Ministry of Employment, seemed to resolve the situation. One key solution was identifying a ministry to lead the NSC: the Ministry of Employment. Yet, findings show that relying so heavily on the Ministry of Employment may have lessened the possible CVE effects of the project. Interviews with other CVE projects described closer relationships with the Islamic Affairs Ministry, as was the case with Sadaqa, Partnerships for Peace (P4P), and the EU-funded Conflict Prevention and Intercultural Dialogue project. Discussions also reveal that no other vocational education or CVE project involved as many ministries in their committees;<sup>54</sup> some have avoided steering committees altogether. A

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<sup>52</sup> At this time, the Ministry of Employment, Professional and New Information Technologies and Communication became the Ministry of Public Service, Labor, Employment and Administration Modernization. The Vocational Education directorate also shifted to the Ministry of Education.

<sup>53</sup> Cooperative agreement, p. 24.

<sup>54</sup> Source: interviews with P4P, Sadaqa, CORIM, EU delegation, EU conflict prevention, World Bank.

CVE expert associated with the G5 Sahel suggested that an ideal configuration for an interdisciplinary topic like CVE would be to have the prime minister take the lead.

Lastly, discussions with IOM and USAID in particular suggest that amid the confusion of applying the sanctions, EMELI's management structure that relied so heavily on the Mauritanian government rendered it inflexible and unable to shift to continue programming. A senior U.S. Embassy official spoke of possibly creating an NGO that could have provided guidance to the project, but GIRM officials were not interested. In addition, after IOM had discussed the sanctions and the likely end of the project during the NSC meeting in January 2019, it was difficult to imagine other possibilities. USAID saw the failure to pivot as a "missed opportunity."<sup>55</sup>

## CONCLUSIONS

The results of the evaluation demonstrate the EMELI project's great efforts to establish government buy-in and collaboration through four program management mechanisms, most notably the national steering committee (NSC). Nonetheless, the weaknesses of EMELI's management structure outnumber its strengths. The original vision for an advisory committee that would facilitate communication and coordination on CVE and vocational education programming across ministries did not bear out, perhaps also in part because of the project's early termination. The establishment of the NSC was highly contentious and significantly delayed, as it was put into place 10 months after the signing of the cooperative agreement. In the end, the NSC's role was largely limited to convening meetings and approving workplans. Although IOM identified the Ministry of Employment as the lead interlocutor for the NSC, leadership was weak. And IOM worked with four ministries, unique among projects in the vocational and CVE sectors.

Several additional factors limited the effectiveness of the overall program management structure; this had negative effects on EMELI activity implementation. EMELI changed its project director three times between January 2017 and March 2019, and ministerial changes in October 2018 altered the composition of the NSC. In the end, EMELI was able to implement only three activities in the first year, finally beginning direct service provision to youth in September 2018, 21 months after the cooperative agreement signing. Although the consultative approach with GIRM counterparts may have facilitated some opportunities, the lack of tangible added value from the NSC suggests that EMELI staff's efforts would have been better invested within activity implementation than supporting the NSC.

Creation of the technical committee presented an opportunity to overcome the NSC's rigidity and have greater influence over EMELI. In practice, however, with nearly identical membership as the NSC, there was not much difference other than meeting more regularly. Moreover, despite the major contributions of the CFPM, INAP-FTP and ANAPEJ to EMELI, none of these entities sat on the technical committee. All three played key roles within EMELI and their exclusion indicates a lack of appreciation and foresight for the role of a technical committee. Similarly, the weak presence of the Ministry of Islamic Affairs in the project, in general, was a limitation and may have dampened EMELI's CVE impact.

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<sup>55</sup> Source: interview.

## EVALUATION QUESTION 4

*How sustainable are the activity's interventions?*

### FINDINGS

EMELI's description within the cooperative agreement outlines several ways to promote the activity's sustainability, including working closely with training institutions, involving the private sector, "close collaborative relationship with GIRM institutions" (p. 23) and the incubation of entrepreneurial initiatives based on developed business plans.

### EARLY TERMINATION

The unexpected early closing of the EMELI project figures among the principle findings for Question 4. The application of the TIP (Tier 3) sanctions was a surprise for all stakeholders, including USAID and the embassy. The revised closing date moved to May 31, 2019, from January 2, 2020, ending approximately seven months early. A U.S. Embassy official suggested that the embassy had become accustomed to the waivers being put in place and, in retrospect, should have assisted implementing partners in taking necessary precautions.<sup>56</sup> Discussions with IOM administration highlighted major challenges as the sanctions were announced. They spoke of a "period of limbo" between November 2018 and January 2019 where it was not clear if activities would need to stop. Both IOM and AGD revised their workplans as a result.

Findings also demonstrate that sanctions alone cannot fully account for challenges to EMELI's sustainability. Exchanges with actors including IOM, AGD and members of the NSC identified that the delays in program implementation (see EQ3) had placed the EMELI team in a catch-up stance rather than being able to concentrate on sustainability. Key activities identified within EMELI's original SOW as promoting sustainability were canceled, including incubation activities and training of trainers.

### BENEFICIARIES' EMPLOYABILITY STRENGTHENED

Despite these challenges, data also reveal that the majority of students and all trainers and training center administrators interviewed believe that EMELI has provided youth with improved competencies as well as changes in their way of seeing the world and themselves. Many commented that EMELI provided youth with an opportunity to integrate into the workforce that they did not have before. (See EQ1 for more details). As illustration, an executive at the UNPM talked during an interview about students participating in the Naval Academy trainings:

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"They have acquired military [maritime] training. They have acquired technical training. They have had internships with major fishing companies and that's a strength. That stays with them."

— UNPM executive, interview

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In addition, some students and Leadership and Soft Skills Training trainers noted that youth have also developed relationships and networks with each other and with their trainers. Many students and trainers

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<sup>56</sup> Source: interview.

communicate with one another via WhatsApp groups, for example. Interviewees indicated that these relationships may be long-lasting.

More concretely, as indicated for EQ1, 29 youth found paid internships after the training that may lead to more stable employment and continued reinforcement of competencies acquired through EMELI. Discussions with other stakeholders also indicate that support to help youth identify employment will continue after the end of EMELI. Interviews with the UNPM, the Monitoring and Job Placement Committee, the National Federation of Fisheries (FNP) and the Free Trade Zone in Nouadhibou have identified efforts to continue to recruit additional students.

In addition to job placement, discussions with students also identified that EMELI activities promoted entrepreneurship skills among youth (see EQ1). Naval Academy students' development of five business plans are an example of a new skill and a product that they may be able to use in other situations. Both ANAPEJ and ISSM underlined that EMELI helped make youth receptive to and capable of creating small businesses. As illustration, EMELI organized two roundtables in April and May 2019 to help youth identify possible funding opportunities in light of EMELI closing. The focus group with trainers also identified that the associations that youth had formed as a result of EMELI were another example of sustainability. Some youth affiliated with the Youth Center, in particular, described already launching their own businesses. According to IOM and an NGO specializing in incubation, these individuals could possibly serve as models and assist their peers with similar entrepreneurial endeavors.

## POTENTIAL CONTINUITY OF ACTIVITIES

Despite EMELI's termination, discussions with IOM as well as other stakeholders identified some possibilities that various project components may continue. For instance, the *Guichet Mobile* (a job placement mobile unit developed by ANAPEJ) has received funding from the European Union as well as an anonymous donor that will allow it to continue serving youth and operating from its new offices at the CFPM in Nouakchott and in Nouadhibou.<sup>57</sup> Similarly, the CORIM project expressed interest in providing assistance to the CFPM. An interview with the CFPM director revealed both his frustration with EMELI and unfulfilled promises but also the possibility of new projects. Similarly, UNICEF planned to begin working with the Youth Center beginning on June 1, 2019 in order to continue activities at the Youth Center in Sebkh. Lastly, INAP administrators spoke enthusiastically about the 12 training modules that EMELI developed that might be used with other students and programs in the future.

## CONCLUSIONS

Findings clearly show that the application of sanctions surprised EMELI stakeholders, including USAID. Combined with delays in implementation, the IOM team found themselves in a perpetual state of catch-up that did not lend itself toward future-oriented thinking favoring sustainability. The original project SOW outlines several ways to promote the activity's sustainability, including working closely with training institutions, involving the private sector, "close collaborative relationship with GIRM institutions" (p. 23) and the incubation of entrepreneurial initiatives based on developed business plans. Unfortunately, delays coupled with the early termination of the activity led to the absence of key activities, including incubation

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<sup>57</sup> Interviews with the EU Delegation, ANAPEJ and IOM.

activities and training of trainers. Moreover, findings from EQ3 and EQ4 demonstrate that the NSC was unable to foster continuity for vocational activities aimed to counter violent extremism.

Nonetheless, EMELI provided an opportunity for youth to benefit from trainings and acquisition of technical and soft skills that may be transferable to other activities in the future. The 29 young people who have attained job placement through EMELI are prime examples of the potential opportunities that EMELI offered some students. For others, entrepreneurship skills may improve future prospects, particularly for the groups of youth who developed five business plans and the more than 25 who have started associations. The sudden discontinuation of programming and unfulfilled promises created high levels of frustration for many youth (see EQ1) and limit the extent to which EMELI activities may prove sustainable. The continuation of some EMELI programming through other donors, such as UNICEF, the EU and IOM, and projects offers hope for some continuity, albeit fragile without confirmed support from the government.

## EVALUATION QUESTION 5

*What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?*

### LESSONS LEARNED

In addressing EQ5, the evaluation team drew from USAID's definition of lessons learned, as well as UNICEF's approach that identifies lessons learned as "reflections" and "learning points." USAID defines lessons learned as follows:

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"[T]he conclusions extracted from reviewing a development program or activity by participants, managers, customers or evaluators with implications for effectively addressing similar issues and problems in another setting."  
— USAID Automated Directives System (ADS), Chapter 540

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UNICEF also emphasizes that lessons learned may address both successes and failures.<sup>58</sup> By nature, lessons learned often lead to recommendations for similar implementation in the future. The items that follow complement the conclusions above for EQ1 through EQ4 and, where applicable, present reflections from stakeholders in the field on their experience of EMELI. Groupings align with evaluation questions with the exception of "crosscutting" lessons learned, as they apply to various themes.

### CROSSCUTTING

- The non-renewal of the TIP waiver that resulted in the application of sanctions surprised all stakeholders. While cooperative agreements are by nature contingent on the availability of funds, the State Department could have had a process in place for what sanction application would entail and provided guidance so that USAID could have been clearer with EMELI partners of which might happen should the sanctions waiver be denied. As suggested by a senior U.S. Embassy staff member:

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<sup>58</sup> UNICEF [Lessons Learned Template](#).

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“We should have been more explicit with IOM that Mauritania was operating as a TIP waiver and renewable every year. The sequencing of events has led to great frustration. The U.S. Government has become complacent – we assumed there would be a waiver. It’s an important lesson learned. When we have contracts with people, we need to be clear that it is contingent. IOM was not prepared. Perhaps they may have done things differently under a different framing, the hiring of staff, etc.”

— U.S. Embassy official, interview

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- **Working with GIRM training institutions revealed to IOM that administrative capacity was weak.** Maintaining EMELI student records, for instance, at the CFPM and the Naval Academy (CFQMP and ISSM) was challenging. The M&E specialist identified instances where important information, such as neighborhood of residence, was not recorded, necessitating calling every applicant by phone to confirm information. **A future project would include internal capacity building and ongoing coaching as part of the project.**

## EMPLOYABILITY AND ABILITY TO ADDRESS SOCIAL GRIEVANCES

- Even with a compressed timeframe due to start-up delays and early termination due to sanctions, EMELI succeeded in training 216 youth at training institutes (CFPM, ISSM and CFQMP) and 130 youth at the Youth Center. Within these groups, 29 students found work placements, albeit paid internships with the possibility of hiring. Youth largely reacted positively to trainings and seem to have increased their knowledge as well as improving their chances for joining the job market. These findings suggest that **it is possible to train numerous students in a short time with positive effects.**
- The **majority of youth in vocational tracts were women** (64 percent), as were the individuals who found post-training positions. Both male and female participants identified having **a better appreciation of women’s competencies and place within the job market.** Nonetheless, training experiences for males and females were largely separate, particularly for the Naval Academy. These results **suggest that positive gender effects may have been dampened by the persistence of rigid gender roles and that future programming should take into account cultural gender perceptions.**
- Communication challenges existed throughout many facets of the EMELI activity, particularly in terms of workplace insertion and the provision of financing. **Expectations for students, project staff and partners need to be clear and realistic from the beginning of the project. Students must be aware that work placement is not guaranteed and that it takes time.** Sensitizing youth to EMELI’s broader “employability” concept might be helpful in sustaining motivation.
- Although EMELI failed to provide youth with micro-lending and incubation opportunities, **many actors found this project aspect to be highly promising.** According to the IOM team:

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“We’ve seen students who have said, ‘We want to create businesses and employ others.’ These are students that say this and it’s important. So, if we want to resolve this issue of employment ... the funding mechanism is extremely important, and the incubation approach is very attractive. If this project were to continue, this aspect should be further emphasized.”

— IOM staff, focus group

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- Leadership and soft skills training played an important role in heightening young people’s confidence and preparing them to enter the workforce. All stakeholders who spoke about this training expressed their satisfaction. EMELI succeeded in meeting youths’ needs with useful information in a digestible and motivating manner. The training is a great resource for future projects.

## COUNTERING VIOLENT EXTREMISM

- **Targeting the most vulnerable youth was a challenge for EMELI, both for cultural and political reasons and because information and evidence on at-risk youth was ambiguous.** The term “*sortant de mahadras*” proved to be nebulous in practice and may not have been useful in identifying the most at-risk youth. **Future projects that focus so keenly on specific groups of individuals must rely on clear, detailed and targeted evidence. When not available, projects should consider shifting approaches to a larger audience and a thinner package of services.** Working closely on a regular basis with the Ministry of Islamic Affairs may improve targeting.
- Discussions with IOM and other actors working in CVE identified some reticence among projects to share information and to collaborate when addressing similar targets and promoting similar programming. The USAID/Mauritania Coordination Group for CVE and the EU-led Working Group for VE are promising platforms for exchange and need reinforcement. Ideally, **the government would establish interdisciplinary and cross-ministerial committees presided over by a high-level official that would share ideas, foster space for joint coordination of activities and develop a shared theory of change and corpus of documentation on vulnerable populations.**

## MANAGEMENT STRUCTURE

- Although designed to promote communication among diverse actors and encourage government ownership of the EMELI activity, **the collaborative management structure proved too cumbersome in practice to be effective.** IOM and other actors intervening in CVE projects agreed that **it is essential that the main government partner be able to provide adequate coordination and leadership** while finding opportunities for cross-ministerial exchanges. sustainability
- EMELI’s sustainability report card shows mixed results and was largely captive to implementation delays and an unexpected early termination. Because of this unique context, the **evaluation did not elicit any tangible lessons learned relevant to sustainability.**

## RECOMMENDATIONS

The following recommendations take into account the need for guidance on developing activities related to youth, vocational education and CVE. Recommendations build on findings and conclusions from above as well as results from the participatory recommendations workshop in Nouakchott with MEP, USAID and EMELI stakeholders on July 30, 2019. (See Annex XVI for a full list of recommendations generated during the session.)

## DEPARTMENT OF STATE WITH USAID

1. In countries designated as Tier 3 under TVPA, the Department of State should work with U.S. agencies, including the USAID Senegal Sahel Regional Office and the USAID West Africa Regional Mission, to develop a mitigation plan that stipulates necessary actions in the event that waivers are not renewed. Part of this process should entail conversations and contractual clauses with IPs that clearly state the possibility of waiver non-renewal. Local USAID offices and missions should work with IPs to develop strategies for how the project might adapt to maintain project continuity in such cases.

## USAID/SRO AND USAID WEST AFRICA REGIONAL MISSION

1. In recognition of the complexity of CVE-specific monitoring and evaluation (M&E) indicators, USAID should provide stronger support and oversight to IPs so that they can successfully identify and monitor relevant CVE indicators throughout the life of the project. USAID should work closely with TSCTP in order to provide appropriate guidance to IPs.

## USAID/MAURITANIA

2. Drop the criteria that students are mahadras graduates, as there is little evidence that a mahadra education (as opposed to attending specific mahadras with radical teachers) makes youth more vulnerable to radicalization despite the recommendation to target mahadras graduates in USAID's 2016 CVE assessment and project reports from EMELI's predecessor, PRESM (Projet de Renforcement de L'Employabilité des Sortants des Mahadras – Project for Strengthening the Employability of Qur'anic School Graduates).
3. Better target marginalized, at-risk youth through ethnographic and comprehensive studies like the kind carried out by the European Union Resilience, Cultural and Social Cohesion in Mauritania Project (CORIM) or in partnership with NGOs working on VE in communities. USAID/Mauritania may also promote sharing of results and ideas by continued support to the nascent CVE working group.
4. Consider modifying the program design if further analysis identifies a majority of youth as marginalized and at risk and limited funds mean that only a small portion of them would benefit from the vocational training.
5. Acknowledge the tradeoff between gender objectives and CVE objectives and hold internal discussions to identify if gender equity should be a priority for CVE programming, particularly given the importance of strategic targeting. If retained, consider developing gender sensitization and trainings for implementing partners and key stakeholders.
6. Consider advocacy strategies that would elicit involvement of a higher governmental office (such as the president or prime minister's office) to assure appropriate political support that multisectoral CVE and workforce development efforts require. If this is not possible, identify the appropriate ministry to lead the NSC based on the ministry's capacity for leadership and coordination.
7. Given the pertinence of the Ministry of Islamic Affairs to the topic of CVE, assure greater involvement of this ministry within the project's implementation. Provide guidance to the IP to reinforce capacities as needed.



## GOVERNMENT OF MAURITANIA AND USAID

8. Strengthen and disseminate strategies to guide and support CVE efforts.
9. Seek to support research on prisoners or ex-prisoners to understand the profile of those held on terrorism charges and further refine programmatic responses.
10. Implement studies to better identify mahadras or mosques that are fostering radicalization and consider other programming approaches in response, such as support to the Ministry of Islamic Affairs on capacity building, as was done under Sadaqa, or support for youth centers and community dialogues in those venues.

## IMPLEMENTING PARTNERS (IPs):

11. Establish reasonable targets for employability outcomes based on research and best practices that include job placement, but also focus on soft skills. Clearly communicate realistic expectations with students, project staff and partners from the beginning of the project. Students must be aware that neither work placement nor small-business development are guaranteed. Be upfront about possible failure and strategize to promote resilience among youth.
12. To assure consistent leadership within the project team, implement an internal management structure that includes a national assistant project director who can assume responsibilities in case the project director is absent or resigns.
13. Assure sustained CVE expertise within the internal project management structure/project team at all points of the project life cycle, including ongoing M&E support. Identify external support to complement and reinforce internal capacities.
14. Identify centers for training and youth activities that have geographic proximity to allow youth to benefit from all aspects of programming. If this is not possible, revisit strategies to promote the exchange of ideas between youth from diverse backgrounds, for example, by rotating activities among the centers.
15. Integrate internal capacity building and ongoing coaching for training center administrators within the project design. Efforts should focus on needs of the institution relevant to the project, but be sure to include monitoring of student information and progress.
16. Build on EMELI's success with the development and implementation of the soft skills and leadership training, and adapt as needed for future projects. If the project has a specific focus on CVE, support refinement of the soft skills training modules to include integrated complexity training.
17. Put measures in place to enable training centers with the necessary and adequate equipment at the start of youth trainings. Plan for adequate time within activity rollout to implement a building and equipment assessment, and budget for rehabilitation and equipping centers if needed. Collaborate closely with USAID on the workplan to account for required environmental study and mitigation processes.
18. If continuing with gender parity as a vital aspect of programming, integrate a gender-sensitive lens within a required labor study to identify career tracks that allow participation of both males and females. Be sure to consider security issues that may arise during internship and work placement.
19. Develop and implement a sustainability plan.

IP WITH GOVERNMENT EMPLOYMENT AGENCIES, PARTNERS AND TRAINING CENTERS:

20. Assure the involvement of job placement organizations, micro-credit organizations and business incubators from the beginning of the project. Put youth beneficiaries in contact with relevant organizations to foster job placement or obtain financing for small businesses. Take full advantage of existing resources such as the National Agency for the Promotion of Youth Employment (ANAPEJ), the Union of Mauritanian Employees (UNPM) and the National Federation of Fisheries (FNP), as well as similar structures for other sectors.

TRAINING CENTERS WITH SUPPORT FROM THE IP (IOM): IP:

21. Implement strategies to ensure use of the most appropriate language for the targeted participants in trainings. For example:
  - If continuing with individuals from mahadras, develop materials in Arabic and French.
  - Ensure that trainers are able to deliver sessions in the languages of the target population (French and/or Hassaniya; other national languages as necessary).
  - Develop training for instructors to ensure appropriate translation/presentation of material in appropriate languages. Allow time for discussion.

## ANNEX I: WORK PLAN

(internal annexes removed)



# EMPOWERING MAURITANIAN YOUTH THROUGH EDUCATION SELF- EMPOWERMENT (EMELI) ACTIVITY FINAL PERFORMANCE EVALUATION WORKPLAN

Contracted under AID-685-C-15-00003

USAID Senegal Monitoring and Evaluation Project

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## ACRONYMS

AGD	Association Des Gestionnaires pour le Développement
APROMI	Association Professionnelle des Institutions et Opérateurs de la Microfinance en Mauritanie
ANAPEJ	Agence Nationale pour l'Emploi des Jeunes
AMELP	Activity Monitoring, Evaluation and Learning Plan
AQIM	Al-Qaida in the Islamic Maghreb
CFPM	Centre de la Formation Professionnelle des Mahadras
COR	Contract Officer's Representative
CSO	Civil Society Organization
CVE	Countering Violent Extremism
EMELI	Empowering Mauritanian Youth through Education and Self-improvement
FORSATY	Favorable Opportunities to Reinforce Self-Advancement for Today's Youth
GIRM	Government of the Islamic Republic of Mauritania
HCY	High Council of Youth
INAP-FTP	Institut National pour la Promotion de la Formation Technique et Professionnelle / National Institute for the Promotion of Vocational and Technical Education
IOM	International Organization for Migration
IP	Implementing Partner
MEF	Ministry of Economy and Finance
MEVTTIC	Ministry of Employment, Vocational Training and Technologies of Information and Communication / Ministère de l'Emploi, de la Formation Professionnelle et des Nouvelles Technologies de l'Information et de la Communication
MEFTPTIC	Ministry of Public Administration, Employment, Work and the Modernization of the Administration
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Project
MoE	Ministry of Education
MEVT	Ministry of Education and Vocational Training
MIAOE	Ministry of Islamic Affairs and Original Education
MNUT	Mauritanian National Union Trade
MYS	Ministry of Youth and Sports

MCVT	Mahadras' Center for Vocational Training
NAPYE	National Agency for Promotion of Youth Employment
NIPTVT	National Institute for Promotion of Technical and Vocational Training
NGO	Non-Governmental Organization
NSC	National Steering Committee
NUME	National Union of Mauritanian Employers
PNDSE	Programme National de Développement du Secteur de l'Education
SME	Subject Matter Expert
SRO	Sahel Regional Office
TLT	Thought Leadership Training
TSCTP	Trans-Sahara Counterterrorism Partnership
TVPA	Trafficking Victims Protection Act
TVET	Technical Vocational Education and Training
USAID	United States Agency for International Development
USG	United States Government
YCEC	Youth Cultural and Exchange Center

## I. INTRODUCTION

<b>USAID SOW Manager</b>	Lisa Washington-Sow
<b>Activity COR/AOR</b>	Lisa Washington-Sow
<b>MEP SOW Manager</b>	Souleymane Barry
<b>Activity Title</b>	Empowering Mauritanian Youth through Education and Self-Empowerment (EMELI)
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<b>Task</b>	Final Performance Evaluation
<b>Task Start and End Dates</b>	February 11-August 2, 2019

The USAID Sahel Regional Office (SRO) is requesting this final performance evaluation of the Empowering Mauritanian Youth through Education and Self-Empowerment (EMELI) Activity. The purpose of this final evaluation is to document lessons learned from EMELI and its approach to empowering youth. It is hoped that the current fiscal policy limitations on working with the Government of the Islamic Republic of Mauritania (GIRM) will be waived in the future and similar activities can be re-introduced. This evaluation can be used as a launching pad from which to start a new design, or shared with other stakeholders involved in design efforts related to youth, vocational education, and countering violent extremism (CVE).

The audience for this evaluation includes the USAID Office in Nouakchott, Mauritania, the SRO in Dakar, Senegal, the International Organization for Migration (IOM) and the USAID Trans-Sahara Counterterrorism Partnership (TSCTP) office in Washington, DC.

## 2. ACTIVITY DESCRIPTION

EMELI is a youth empowerment and vocational training program launched in 2017 and implemented by the IOM. It is modeled after the Favorable Opportunities to Reinforce Self-Advancement (AID-608-A-13-00001), or Today's Youth (FORSATY), a similar activity also implemented by the IOM in Morocco which works to strengthen and establish relationships between community actors and the youth in marginalized neighborhoods, thus preventing delinquency and the probability of extremist recruitment. EMELI aims to support the Mauritanian government, private sector and civil society actors in strengthening the professional and personal skills of Mauritanian youths in general and those from Mahadras in particular, in order to give them access to better socio-economic opportunities. The activity works closely with the various relevant Ministries in Mauritania including the Ministry of Employment, Vocational Training and Information and Communication Technologies, Ministry of Youth and Sports, Ministry of Islamic Affairs, National Employment Agency and Ministry of Economy and Finance as well as the Mahadras Center of Vocational Training. The total value of the three-year activity is \$7,148,330 and targets youth in the capitol of Nouakchott and Nouadhibou port and fishing industry.

### 3. DEVELOPMENT HYPOTHESIS AND IMPLEMENTATION

EMELI has two main objectives to prevent vulnerable youth from engaging in Violent Extremism:

Objective 1: improve social justice by addressing topline grievances (push factors). For this objective, EMELI proposes to build-up the Mahadras Center for Vocation Education of Nouakchott to improve the employability of targeted youth in core domains of vocational education, provide linkages and preparation for workforce and establish a youth cultural center giving space to cultural expression and refinement of skills for improved civic engagement among targeted youth.

Objective 2: Strengthen pro-social decision-making capacities of targeted youth and key influence makers. For this objective, EMELI will provide life skills and thought leadership training.

The activity was originally three-years in length and was due to end in 2020. However, due to the application of Trafficking Victims Protection Act (TVPA) sanctions<sup>59</sup> applied in FY 2019 against the Government of Islamic Republic of Mauritania, the activity has been terminated with a close-out date of May 31, 2019.

The activity was developed based on needs addressed in USAID West Africa study of 2016<sup>60</sup> indicating the appropriateness of vocational education as a prevention strategy for VE, given the high levels of youth unemployment. What is more, the isolation, conservative waves of salafism and Wahhabism, stratified social relations, and fragmented educational system, paved the way for more linear ways of thinking, which are typical of extremist thinking.

There are a number of push, pull, and process factors that were considered in how to prevent the spread of VE in Mauritania. Push factors relate to social grievance prevalent in Mauritania: an ethnically diverse country with Moors/Beydan elite in control of political and economic power, Haratine, probably largest group and descendants of slaves, and Afro-Mauritanian groups: Halpulaar (Fulani), Wolof, Soninké, and Bambara. Unreconciled grievances persist over the country's treatment of the legacy of slavery on one hand, and the unaddressed aftermath of the conflict between Senegal and Mauritania 1989-91, a violent war of ethnically charged expulsions followed by waves of arrests and tortures of Afro Mauritians in Mauritania, on the other. These events have left many stateless persons in flux, exacerbated by the lack of social cohesion between ethnic groups. Pull factors observed in Mauritania are characterized by the rise of conservative Islam since the late 1980s along with the lure of economic incentives, as witnessed by the sharp increase in the number of mosques and koranic schools across the country.

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<sup>59</sup> The Presidential Determination on restrictions and waivers of restrictions for certain types of assistance to the governments of the 22 countries ranked Tier 3 in the 2018 Trafficking in Persons (TIP) Report reflects the United States' firm commitment to combating human trafficking. The Government of the Islamic Republic of Mauritania (GIRM) is one of these countries. USAID's application of TVPA sanctions prohibits USAID assistance to GIRM personnel, or facilities.

<sup>60</sup> Evaluation Analytical Services (EAS) Project for the Regional Peace and Governance Programs. Mauritania Assessment Countering Violent Extremism: Resources and Programming Final report. The Mitchell Group GS-10F 004N/AID-624-M-13-00001.

The overarching theory of change for this PVE project states: if *push* (social injustice) factors and *pull* (VEO attraction) factors are reduced, and *process* (pro-social decision-making capacities) factors are strengthened, within vulnerable youth populations, then the risk of radicalization among vulnerable youth will be significantly reduced.

As mentioned above, this activity is the result of an unsolicited proposal from IOM based on the FORSATY project of Morocco adapted to the violent extremism and social cohesion problem set to suit the needs of Mauritania.

Vocational education, based upon an assessment of the market for low skilled labor, was to lay the foundation for employability post-training. Adding thought leadership training bolstered student's propensity for success in the job market and enhanced their confidence as community leaders to help prevent extremism and foster a culture of peace. The youth cultural center was to create safe spaces for expression in order to reduce social grievance and practice cultural discourses and civic engagement.

## IMPLEMENTATION

This activity set out to build in interministerial sustainable approach to preventing violent extremism through an Advisory Council comprised of the four Government ministries relevant to the project's area of focus: Ministry of Islamic Affairs, Ministry of Vocational Education, Communication and Information Technology, (presently the Ministry of National Education and Vocational Education and Ministry of Public works, Employment and Administrative Reform. In order to formally launch the project, the GIRM required a decree<sup>61</sup> to designate a Steering Committee chaired by the Ministry of Vocational Education, who would play a more active role than the original idea of an 'Advisory' committee. The Steering Committee was convened each semester to study and authorize the work plans and discuss the opportunities and challenges that the project confronted. During the second year of implementation, a smaller technical committee was created, led by the same Ministry, to allow for more extensive discussions and alignment of understanding than what was possible in the Steering committee. It is important to note that delays in startup while the project sought its institutional grounding, combined with the early termination due to TVPA sanctions, significantly hindered the project's ability to complete its intended goals and objectives.

This activity took a multifaceted approach to CVE that focused on positive deviance. It trained youth participants in trade and leadership skills and combined that with opportunities for self-expression and exercises focused on personal development. EMELI created the conditions in which youth could become positive role models within their communities.

The job market study of low skilled employment sectors for youth<sup>62</sup> conducted at the beginning of the project illustrated the pertinence of not only traditional vocational education sectors such as electricity, plumbing, and construction but also new areas such as fisheries, agriculture, and

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<sup>61</sup> Decree 0867 of Ministry of Employment, Vocational Education, Technologies of information and communication appointing the EMELI Steering Committee: October 17, 2017.

<sup>62</sup> Etude sur le marché des secteurs porteurs d'emplois pour le personnel peu ou pas qualifié en Mauritanie"DeGsta for IOM for EMELI USAID AID-625-1000001-17



mining. While the original activity concept intended to focus on the traditional vocational training sectors offered at the The 'Center of Excellence of the Mahadras Center for Vocational Training of Arafat (MCVT), the Naval Academy and fisheries value chain vocational trainings proved to be the activity's featured vocational education training sector. The reasons for this shift was mainly due to the lack of readily available appropriate training equipment at the MCVT and extensive rehabilitation work required at the facility.

The youth cultural center, co-managed by a local NGO called Association de Gestionnaires pour le Development (AGD) and the Ministry of Youth and Sports, provided an array of activities for youth. Although the center was also guided by a steering committee comprised of local GIRM, Ministry, IOM, AGD and USAID, decisions and implementation of activities required further notification and municipal level approvals.

The equipment purchases for vocational education and rehabilitation work which was to represent a significant investment in the Government operated facilities of MCVT and the Youth cultural center of Sebhka, was greatly delayed for various reasons and finally halted by TVPA sanctions.

It is important to note that delays in start-up while the project sought its institutional grounding combined with the early termination due to TVPA sanctions, significantly hindered the project's ability to complete its intended goals and objectives, however, the studies and experience revealed during the short life of activity will be important lessons learned for USAID's future work in Youth and CVE.

## 4. EVALUATION QUESTIONS

The questions that guide this evaluation are the following:

1. What if any effect has the activity had on employability of youth and their ability to address social grievances? What were the differences of the effects between young men and young women?
2. How has the activity contributed to making young men and women less vulnerable to recruitment by violent extremist organizations?
3. What are the strengths and weaknesses of the activity's management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?
4. How sustainable are the activity's interventions?
5. What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?

## 5. DATA COLLECTION METHODS AND SOURCES

### ACTIVITY PHASES

A mixed-methods approach that combines qualitative and quantitative methods will serve as the basic methodology guiding the evaluation of the EMELI activity. The data collection phase includes three main phases of activities:

#### PHASE 1: DOCUMENT REVIEW

The team will review a wide range of documentation including the Activity agreement, modifications, financial reports, Activity Monitoring, Evaluation and Learning Plan (AMELP), quarterly and annual reports as well as commissioned studies. This review will provide a basis of understanding and comparison of expected and actual activity performance. Document review will also provide insight into preliminary codes that can be used for qualitative analysis as well as serve to triangulate data from other methods.

#### PHASE 2: FIELD WORK (QUANTITATIVE AND QUALITATIVE METHODS)

Following a preliminary document review and initial discussions with key stakeholders at both USAID-Mauritania and the principle implementing partner, IOM, the team has decided to pursue the methods below during field work. Activities will take place both in Nouakchott and Nouadhibou.

- **Beneficiary survey:** Students will individually complete a brief questionnaire with closed and open-ended questions that will address beneficiary satisfaction, access to vocational training and employment, socio-economic inclusion, improved capacity, and quality delivery.
- **Key informant interviews:** Semi-structured discussions with IOM staff, GIRM officials, training center staff, activity stakeholders, employers, local authorities, USAID and US Embassy representatives, and staff from other NGOs in Mauritania that are also implementing CVE programs.
- **Focus or discussion groups:** Focus or groups discussions with student beneficiaries to explore students' experiences of EMELI activities and changes students may have experienced as a result. The team will also target members of students' entourage (defined by IOM as families, colleagues, and friends) for a limited number of focus group discussions. Separate focus groups will be held with young women and young men.
- **Participatory Roles and Responsibilities Activity:** Specific to evaluation question 3 that focus on program management and structure, the team will work with USAID and IOM personnel to collaboratively analyze the roles and responsibilities of the various actors contributing to the EMELI activity.
- **Data walk:** Toward the end of the formal data collection phase, the team will meet with USAID colleagues to collaboratively analyze the emerging themes and trends within the data. This discussion will serve as a member check and provide the evaluation team with necessary direction for the more formal data analysis.

## PHASE 3: RECOMMENDATIONS WORKSHOP

After a period of formal data analysis, the evaluation team will return to Nouakchott to present findings and conclusions and engage key stakeholders in a recommendations workshop. These recommendations will be timebound and identify individuals and/or organizations responsible for follow-up. Data collected during focus groups and interviews concerning improvements to programming will combine with data from the recommendations workshop within the final report.

### 5.1 GETTING TO ANSWERS MATRIX

The identification of proposed data collection methods and sources appropriate for each Evaluation Question (EQ) are presented in a completed “Getting to Answers” matrix is included as an annex to this workplan.

#### A. SAMPLING

As detailed within the Getting to Answers Matrix (see appendix), a purposeful approach will largely guide sampling efforts. Activities have taken place in both Nouakchott and Nouadhibou, though more proportionally, in Nouakchott. Approximately 260 students as well as other young people have participated in activities. Given possibilities for reaching youth and resources available, the team will aim to identify a sample of approximately 110 students to complete surveys and also participate in group interviews, including 10 individual interviews with youth who dropped out of the EMELI trainings. This number will allow for the results to be representative within a margin of error of 10 percent. Sampling for qualitative methods will be purposeful and will provide insights into experiences and challenges that many stakeholders have experienced. The approach will also aim to reduce sampling bias by including students who did not complete the program in addition to current students or graduates of the program. The team will identify specific Individuals within GIRM, IOM, USAID, among partners, employers, and other NGOs working within the field of CVE in Mauritania for interviews also following a purposeful approach.

### 5.3 STRENGTHS AND LIMITATIONS OF DATA: COLLECTION METHODS.

The data collection approach benefits from the strengths of both quantitative and qualitative methods. The student survey will be self-administered and anonymous, allowing students to be candid in their responses. In the final analysis, students’ individual perceptions will join with findings from more detailed and collaborative focus group discussions. Similarly, key informant interview and focus group data will provide a thick description of stakeholders’ impressions of the EMELI activity and responses to the various evaluation questions. As indicated above, because the sample of students surveyed will not be representative, it will not be possible to generalize findings to the entire student population (n=260, approximately). Survey responses will nonetheless provide insights into a large number of students’ points of view which other peers may also possibly share. Triangulating across multiple stakeholders, data sources and collection methods will reinforce the rigor of the evaluation and conclusions drawn from it. Similarly, the participatory approach of identifying recommendations through a collaborative workshop with key stakeholders will ensure greater appropriation and buy-in for related future CVE programming.

## 5.4 DATA ANALYSIS

The five evaluation questions will guide the data analysis. Meaning making of qualitative data will rely upon thematic and content analysis emerging first from the document review and subsequently from focus groups and key informant interviews. The team will also keep track of developing themes through regular synthesis of data while in the field. To do so, team members will type up notes from the interviews and focus groups daily, noting at the top of each tool any interesting or significant points, and having a round-up meeting to determine the efficacy and consistency of the data collection. In addition to these real-time analyses, a more detailed analysis using NVivo will later enhance preliminary analyses making use of transcripts from data collection activities.

The team will analyze the quantitative data from student questionnaires using appropriate data analysis software and disaggregating for gender, type of VocEd training, training site, and those students who participated in both TLT and VocEd activities. Analysis will make use of frequency distribution and cross-tabulation techniques. Accompanying graphs and infographics will provide more visual reinforcement to the narrative analysis of the report. The evaluation team will use data triangulation, the use of two or more data sources, to strengthen findings or identify areas of divergence.

## 6. TEAM COMPOSITION

The Evaluation Team will be led by **Dr. Karla Giuliano Sarr**, who has over ten years working in francophone education systems. She is also a skilled field researcher who has served as previous team leader for several MSI education evaluations, including the recent Niger education evaluation and the Senegal secondary school construction and access evaluation. Dr. Sarr is currently conducting a global desk review on youth workforce development programs, practices and lessons learned for USAID's Education Office in Washington. Dr. Sarr will be supported by a subject matter expert familiar with CVE issues in West Africa, **Dr. Phyllis Dinio** is a comparative political scientist with over twenty years of experience in international development. She is currently a Senior Technical Director at MSI where she is directing a CVE baselines program in 7 countries for the US State Department, conducting a CVE assessment for USAID/Pakistan, and leading research on rule of law and organized crime for USAID. She recently conducted a review of USAID CVE assessments, led research on VE organizations and gangs, and conducted an evaluation of USG CVE programs.

The team will be supported by senior-level Mauritania evaluator, **Dr. Moussa Keita**, who has over twenty years of experience in applied research on various topics in Mauritania and neighboring areas. Dr. Keita will coordinate and directly oversee four enumerators to support focus group moderation and documentation of focus group discussion/interviews. The evaluator and enumerators are fluent in Hassanya, Arabic and Pulaar and will lead translation of tools and facilitation of focus groups in both languages to facilitate open discussion with youth and other relevant stakeholders. There will be an equal number of male and female enumerators to facilitate open discussion with female and male beneficiaries. The MEP Senior Evaluation Specialist (SES), **Souleymane Barry**, will work remotely from Dakar to provide quality control over the team's various deliverables, including the workplan, the tools, the data analysis and findings, conclusions and recommendations. He will travel to Nouakchott to participate in and assist with facilitation

of the recommendations workshop. The team will also be supported by MEP's M&E Manager **Safyatou Diallo** who will support logistics and managing the field schedules and appointments. She will also ensure that all interviews are recorded and transcribed to be used for data analysis. **Yaya Mbodji**, MEP's Data Analyst will support the team from Dakar with the development of a data capture system for all survey data. He will support the team in providing quantitative analysis to support evaluation findings.

## 7. FIELDWORK PLAN

The timeline below provides an overview of how time will be spent in-country and when final deliverables will be provided. A list of contacts and a more detailed field work schedule are included within the annexes.

DATES	TASKS/DELIVERABLES
March 20, 2019	Signature of SOW
March 21- 28	Contracting of Evaluation Team
March 28-April 4	Desk review, workplan development and phone call with USAID AOR
April 9-18	Arrange appointments and field logistics
April 24	Team Planning Meeting
April 25	Training of enumerators
April 27	Team Leader and CVE Expert travel to Nouakchott
April 29-May 3	Initial key informant interviews in Nouakchott, Student focus groups and surveys
May 4	CVE returns to US and Team travels de Nouadhibou
May 6-8	Interviews and Focus Group
May 9	Returns to Nouakchott
May 9-11	Data Analysis
May 9-13	Nouakchott Interviews and Focus Groups
May 14-15	Data Analysis and preparation of initial findings
May 16	Datawalk with USAID
May 17	International team members depart Nouakchott
May 20-30	Data analysis and development of findings and conclusions presentation
June 15	Team leader returns to Nouakchott and MEP staff travel to Nouakchott from Dakar
June 19	Recommendations workshop
June 20	Presentation to USAID/Mauritania and SRO on findings, conclusions and recommendations
June 20	International team leader and MEP team depart Nouakchott
June 24-July 5	Development of draft report
July 8	Submission of draft report
July 9-23	USAID review of draft report

DATES	TASKS/DELIVERABLES
July 24-30	Revisions to draft report
July 31	Submission of final report
August 2	Finalization of report

## ANNEX II: EVALUATION METHODS & LIMITATIONS

A team of five people worked collaboratively to produce this evaluation. They included two international experts, a senior-level Mauritanian evaluator, an M&E Manager and a statistician:

- Karla Giuliano Sarr, independent consultant and expert in francophone education systems, served as Team Leader;
- Phyllis Dininio, a comparative political scientist and Senior Technical Director at MSI, served as a subject matter expert focusing on the CVE aspects of EMELI;
- Moussa Keita, a seasoned evaluator and applied researcher with experience in Mauritania and neighboring areas, provided essential local insights to the team while also coordinating the team of five data collectors;
- Safyatou Diallo, MEP M&E Manager, served as overall Task Manager;
- Yaya Mbodji, MEP Data Analyst based in Dakar, provided the team with survey development and data capture support in addition to quantitative support to support evaluation findings.

Data collection took place between April 29<sup>th</sup> and May 16<sup>th</sup> at the two program sites, Nouakchott and Nouadhibou. The visit to Nouadhibou was from May 4<sup>th</sup> to 7<sup>th</sup>. Additional interviews continued through May 24<sup>th</sup>.

### DATA COLLECTION METHODS

A mixed-methods approach that combined qualitative and quantitative methods guided the data collection process, which included three phases. (The identification of data collection methods and sources appropriate for each evaluation question is presented in Table 2 below.)

#### PHASE 1: DOCUMENT REVIEW AND PRELIMINARY DISCUSSIONS WITH USAID AND IOM

The team reviewed a wide range of documentation including the Cooperative agreement, modifications, financial reports, Activity Monitoring, Evaluation and Learning Plan (AMELP), quarterly and annual reports as well as commissioned studies. This review provided a foundation for understanding and comparing expected and actual activity performance. Document review also provided insights into preliminary analysis codes and in order to triangulate data from other methods. In addition, the team conducted initial discussions with key stakeholders at both USAID-Mauritania and the principle implementing partner, IOM, in order to identify the most appropriate methods and sites for field work.

#### PHASE 2: FIELD WORK (QUANTITATIVE AND QUALITATIVE METHODS)

The next phase of the evaluation focused on field work activities in Nouakchott and Nouadhibou and included the methods below. In sum, the team conducted 71 key informant interviews (KIIs), 21 Focus Group discussions and a participatory exercise with a total of 283 evaluation participants (145 men and 138 women). The majority of this number were 181 youth benefiting from EMELI, of which 113 were female. (See annex X for a more detailed methodology and annex X for the tools.)

- **Beneficiary survey:** A team of five data collectors (two women and three men with diverse linguistic and ethnic backgrounds) conducted surveys with 110 EMELI youth (52 males, 68 females).

The use of paper surveys allowed for flexibility concerning language use and young people’s literacy abilities. Closed and open-ended questions addressed beneficiary satisfaction, access to vocational training and employment, socio-economic inclusion, improved capacity, and quality delivery. One question asked youth to classify the living conditions of their household using a picture of a ladder.

- **Key informant interviews:** The core team conducted 71 semi-structured interviews with key stakeholders ranging from donors, implementing partner, key project partners, GIRM officials, other CVE and vocational education projects and employers. (See table X for more details).
- **Focus or discussion groups:** A total of 21 focus group discussions involved both EMELI activity youth as well as trainers. Exchanges explored participants’ experiences of EMELI activities and changes youth may have experienced as a result. Focus groups brought together individuals by vocational center or type of training. Data collectors mainly conducted focus groups with program youth with assistance from the senior-level Mauritanian evaluator.

**TABLE X: DATA COLLECTION ACTIVITIES CONDUCTED**

Stakeholder Type	KIIs	FGDs	RACI exercise	Totals
Donors (USD)	6	0	1	7
Implementing Partner (OIM)	9	0		9
Project Key Partners <sup>63</sup>	9	0	0	9
GIRM	9	0	0	9
Another CVE Projects	11	0	0	11
Private Sector partners	6	0	0	6
Others actors <sup>64</sup>	2	0	0	2
Company	6	0	0	6
Youths	1	19	0	20
Trainers <sup>65</sup>	3	2	0	5
Leavers	9	0	0	9
	71	21	1	93

**TABLE X: OVERVIEW OF EVALUATION PARTICIPANTS BY GENDER AND STAKEHOLDER CATEGORY**

Stakeholder Type	Males	Females	Totals
Donors (USD)	3	3	6
Implementing Partner (OIM)	6	3	9
Project Key Partners <sup>66</sup>	13	1	14
GIRM	13	0	13
Another CVE Projects	8	5	14
Private Sector partners	3	3	6
Others actors <sup>67</sup>	1	1	2
Company	8	0	8
Youths	68	113	181
Trainers <sup>68</sup>	14	8	22
Leavers	6	2	8
	145	138	283

<sup>63</sup> AGD, ANAPEJ, CFPM, CQFMP, ISSM

<sup>64</sup> Mauritanie 2000 and the consultant who develop the personal development modules

<sup>65</sup> Personal Development, CFPM, CQFMP and ISSM

<sup>66</sup> AGD, ANAPEJ, CFPM, CQFMP, ISSM

<sup>67</sup> Mauritanie 2000 and the consultant who develop the personal development modules

<sup>68</sup> Personal Development, CFPM, CQFMP and ISSM



- **Participatory Roles and Responsibilities Activity:** Specific to the evaluation question (number 3) that focuses on program management and structure, the team conducted a participatory session with USAID and IOM personnel to collaboratively analyze the roles and responsibilities of the various actors contributing to the EMELI activity. The Responsible-Accountable-Consulted-Informed (RACI) matrix served as a basis for the activity.
- **Data walk:** The team met with USAID and IOM colleagues separately to collaboratively analyze the emerging themes and trends within the data prior to concluding data collection. This discussion served as a member check and provided the evaluation team with necessary direction for the more formal data analysis.
- **Continued document review:** While in the field and afterwards, the team continued to collect relevant program artifacts as data sources and in order to further triangulate findings.

### PHASE 3: RECOMMENDATIONS WORKSHOP

The evaluation team returned to Nouakchott to present findings and conclusions and engage key stakeholders in a recommendations workshop on July 31, 2019. Recommendations are timebound and identify individuals and/or organizations responsible for follow-up. Data collected during focus groups and interviews concerning improvements to programming combine with data from the recommendations workshop within this final report.

**TABLE 2: DATA COLLECTION METHODS & SOURCES**

EVALUATION QUESTIONS	TYPE OF ANSWER/EVIDENCE NEEDED (CHECK ONE OR MORE, AS APPROPRIATE)		METHODS FOR DATA COLLECTION, (E.G., RECORDS, STRUCTURED OBSERVATION, KEY INFORMANT INTERVIEWS, MINI-SURVEY) <sup>69</sup>	
			DATA SOURCE(S)	METHOD
1. What if any effect has the activity had on employability of youth and their ability to address social grievances? What were the differences of the effects between young men and young women?	X	Yes/No	Document review (annual and quarterly reports, student work)  Students  Employers of EMELI students (KII)  IOM, USAID/US Embassy, GIRM); Other relevant IPs with similar programs	Document review (market study, quarterly reports, CFPM needs assessment) Comparison of results AMELP for performance indicators specific to employability  Individual Survey (students)  FGDs with students  Individual interviews with students that left program  KIIs
	X	Description		
	X	Comparison <sup>70</sup>		
	X	Explanation <sup>71</sup>		
2. How has the activity contributed to making young men and women less vulnerable to recruitment by	X	Yes/No	Document review (AMELP, training documents)	Comparison of results to AMELP for performance indicators specific to CVE  KIIs/Group interviews
	X	Description		
	X	Comparison		
	X	Explanation		

<sup>69</sup> Data from evaluations are a deliverable and methods should indicated how data will be captured, i.e., for focus groups USAID requires a transcript.

<sup>70</sup> Comparison – to baselines, plans/targets, or to other standards or norms

<sup>71</sup> Explanation – for questions that ask “why” or about the attribution of an effect to a specific intervention (causality)

EVALUATION QUESTIONS	TYPE OF ANSWER/ EVIDENCE NEEDED (CHECK ONE OR MORE, AS APPROPRIATE)		METHODS FOR DATA COLLECTION, (E.G., RECORDS, STRUCTURED OBSERVATION, KEY INFORMANT INTERVIEWS, MINI-SURVEY) <sup>69</sup>	
			DATA SOURCE(S)	METHOD
violent extremist organizations?			IOM, USAID/US Embassy, GIRM; Other relevant IPs with similar programs	FGDs and individual surveys (students)
3. What are the strengths and weaknesses of the activity's management structure, including partnerships with the implementing partner, four ministries, steering committee, technical committee and civil society organizations, in terms of supporting the implementation of the activity?		Yes/No	Document review (annual and quarterly reports)  IOM, USAID/US Embassy, GIRM); Other relevant IPs with similar programs	Comparison of results to AMEL plan for performance indicators specific to collaboration with GIRM  KIIs/Group interviews  Participatory RACI Analysis with IOM and USAID
	X	Description		
	X	Comparison		
	X	Explanation		
4. How sustainable are the activity's interventions?		Yes/No	IOM, USAID/US Embassy, GIRM; Other relevant IPs with similar programs	Document review (annual and quarterly reports)  KIIs/Group interviews
	X	Description		
		Comparison		
	X	Explanation		
5. What are vital lessons for USAID to learn about this activity that should be taken into account for any future CVE activities in Mauritania?		Yes/No	Document review (annual reports)  Students  IOM, USAID/US Embassy, GIRM; Other relevant IPs with similar programs	Individual student surveys; FGDs  KIIs/Group interviews  Participatory RACI Analysis with IOM and USAID
	X	Description		
		Comparison		
	X	Explanation		

## SAMPLING

A purposeful approach largely guided sampling efforts. To the extent possible, the evaluation team conducted KIIs and focus groups, with the individuals most involved in the EMELI activity across a span of actors (within GIRM, IOM, USAID, among partners, employers, trainers, and other NGOs working within the field of CVE in Mauritania). In terms of the beneficiary survey, the initial approach was by quota sampling, working from student participant lists and taking into account gender as well as training site. Due to the limitations described below, the team resorted to a more convenience approach, administering questionnaires to those who agreed to participate in focus groups and eventually, those who would respond to telephone calls. An analysis of the participants sampled shows that the sample obtained continued to respect the quota sampling established prior to data collection. While the findings from the sample can be applied to the larger EMELI population of youth who completed the trainings for which the evaluation team had contact information (n=236), the margin of error calculates to be 9.3 percent at a confidence interval of 95 percent. The team also made calls to youth who had left the program, again, being able to speak with only those who were reachable by phone, gathering data from 9 out of 34 individuals.

## DATA ANALYSIS

The five evaluation questions guided the data analysis. The evaluation team implemented data triangulation techniques, the use of two or more data sources, to strengthen findings or identify areas of divergence. Meaning making of qualitative data relied upon thematic and content analysis emerging first from the document review and subsequently from focus groups and key informant interviews. The team made note of developing themes through regular synthesis of data while in the field. Team members typed up notes from the interviews and focus groups regularly, noting at the top of each tool any interesting or significant points, and holding debrief meetings throughout the process in order to make necessary adjustments to collection processes. In addition, the team used an analysis table to sort findings according to evaluation question and emerging sub-themes. This preliminary analysis informed data walks with both USAID and IOM. Once data collection ended, the team refined the preliminary data analysis table, this time using transcripts whenever possible and with enough time for deep analysis. The use of Google docs allowed all five team members to contribute to the table from different locations. The synthesis of the data analysis table led to this present report.

The analysis of the quantitative data from youth questionnaires took advantage of STATA data analysis software and disaggregated for gender, age, number of years spent in Mahadras, trade, training site, and other sociodemographic factors. Analysis made use of frequency distribution and cross-tabulation techniques. While the findings from the sample can be applied to the larger EMELI population (n=227), the margin of error calculates to be 9.3 percent at a confidence interval of 95 percent. Where applicable, the team ran correlations of nominal (categorical) variables using chi-square (chi-2) test of independence, looking for statistical significance of difference between two variables. Accompanying graphs provide visual reinforcement of the narrative analysis of the report.

## LIMITATIONS

Data collection and analysis confronted a number of limitations. One of the most prevalent limitations was the nature of the project's termination, an unexpected, unwelcome early ending to a project that many felt had just gotten started. The evaluation team perceived high levels of frustration among many actors, particularly among youth as well as GIRM counterpart. The most relevant GIRM counterpart refused to receive the evaluation team at first, citing breaches in protocol. Working closely with IOM and USAID to rectify the issue, the team was able to meet with these important stakeholders. The team also rearranged the field work schedule in order to prioritize meetings with GIRM counterparts. This entailed shortening time for analysis in the field and scheduling phone calls for remaining interviews.

In addition, the team encountered major challenges in convening youth to participate in focus group discussions and to take the beneficiary survey. Male youth, in particular from CQFMP, were most reticent to participate in the evaluation. When it became clear that it would be difficult for the evaluation team to achieve a high number of youth responses within the survey, the team employed creative methods including calling individuals to urge participation and using vehicles to pick up EMELI youth from their homes to bring them to the place of the focus group discussion so that their participation could be guaranteed. As necessary, the team conducted surveys over the phone. Moreover, program records were incomplete at times and seemed to suffer inadequate treatment within the training institutes, making it challenging for the project's M&E staff as well as the evaluation team to obtain comprehensive information about EMELI activity participants. The evaluation team was able to reach 8 of the 34 program leavers.

Turnover of both IOM and government offices further complicated data collection. Where possible, particularly with IOM colleagues, the team made phone calls to reach individuals who had previously

held positions of importance. This same approach was not possible with GIRM colleagues, however, as many were unreachable. Although efforts were made to speak with a representative from the Ministry of Finance, this was not possible. The large number of individuals that participated in the evaluation combined with efforts to triangulate data attempt to address these limitations.

## ANNEX III: FIELDWORK DATA COLLECTION SCHEDULE

MONDAY, APRIL 22	TUESDAY, APRIL 23	WEDNESDAY, APRIL 24	THURSDAY, APRIL 25	FRIDAY, APRIL 26	SATURDAY, APRIL 27	SUNDAY, APRIL 28
Arrival of MEP M&E Manager to Nouakchott		Visit to IOM Team Planning Meeting	Training of enumerators			Arrival of Team Leader and CVE Expert
MONDAY, APRIL 29	TUESDAY, APRIL 30	WEDNESDAY, MAY 1	THURSDAY, MAY 2	FRIDAY, MAY 3	SATURDAY, MAY 4	SUNDAY, MAY 5
USAID/ Muauritania US embassy OIM	IOM and other key partners (AGD, CQFMP) Focus group with CQFMP trainers EMELI Focus Group at Cultural Center Interview, US Amb.	Other organizations with CVE programs OIM (Former employees)	Key partners (CFPM, ANAPEJ) Other organizations with CVE programs Youth focus groups Private sectors (APROMI)	OIM (Former employee) Youth focus groups Other organizations with CVE programs <b>Data Analysis</b>	CVE Expert returns Team travels to Nouadhibou  Youth Focus groups	
MONDAY, MAY 6	TUESDAY, MAY 7	WEDNESDAY, MAY 8	THURSDAY, MAY 9	FRIDAY, MAY 10	SATURDAY, MAY 11	SUNDAY, MAY 12
Key partners (GIRM) Employers	Key partners (GIRM) Employers	Key partners Interview, US DCM	Key partners GIRM/ANAPEJ Employers Organizations with CVE programs	GIRM <b>IOM &amp; USAID Joint Review of RACI Framework (EQ3) (IOM)</b>	Focus group at CCEJ Focus group with CQFMP students <b>Data Analysis</b>	<b>Data Analysis</b>
MONDAY, MAY 13	TUESDAY, MAY 14	WEDNESDAY, MAY 15	THURSDAY, MAY 16	FRIDAY, MAY 17	SATURDAY, MAY 18	SUNDAY, MAY 19
GIRM Other organizations with CVE programs Consultant (Mauritanie 2000)	OIM Hadina Incubateur World Bank		13h-16h Data Walk	9h-12h Presentation of initial findings and conclusions to IOM Team departs from <b>Nouakchott</b> Other organizations with CVE programs Discussion with OIM, USAID		
MONDAY, MAY 20	TUESDAY, MAY 21	WEDNESDAY, MAY 22	THURSDAY, MAY 23	FRIDAY, MAY 24	SATURDAY, MAY 25	SUNDAY, MAY 26
Data analysis	Data analysis	FNP (interview) <b>Data analysis</b>	Data analysis	Other organizations with CVE programs <b>Data analysis</b>	Data analysis	
MONDAY, MAY 27	TUESDAY, MAY 28	WEDNESDAY, MAY 29	THURSDAY, MAY 30	FRIDAY, MAY 31	SATURDAY, JUNE 1	SUNDAY, JUNE 2
Data analysis	Data analysis	Data analysis	Data analysis	Data analysis	Data analysis	

## ANNEX IV: LIST OF KEY INFORMANT INTERVIEW PARTICIPANTS

Note: There were a total of 63 interviews. In some cases, multiple individuals participated in the same interview but are indicated on separate lines.

#	CATEGORY	STRUCTURE	NAME	RESPONSIBILITY	DATE	TRANSCRIPTION (Y/N)
1	Donor (USG)	USAID Mauritania	Lisa Washington Sow	Country Program Manager	29/04/2019	N
1	Donor (USG)	USAID Mauritania	Amadou Demba Ba	Program Assistant	29/04/2019	N
2	Donor (USG)	US Embassy	Kimberly Pease	Conseillère aux Affaires Publiques et de presse	29/04/2019	N
3	Donor (USG)	US Embassy	Alassane Diakite	Coordinator, Program and Grants Office	29/04/2019	N
4	Implementing Partner	IOM	Kadjetou Diop	M&E	29/04/2019	Y
4	Implementing Partner	IOM	Coumba Ba	Contrats?	29/04/2019	Y
4	Implementing Partner	IOM	Djigo Djibril Yero	Workforce Insertion Specialist	29/04/2019	Y
4	Implementing Partner	IOM	Moussa Tall	Assistant du projet - Associations locales	29/04/2019	Y
5	Other CVE Project	EU/ Projet Prévention de conflits et Promotion du Dialogue Interculturel	Ameth Diouf	Chef de Mission d'Assistance Technique	30/04/2019	Y
5	Other CVE Project	EU/ Projet Prévention de conflits et Promotion du Dialogue Interculturel	Abderrahmane Hamoud	Chargé de Communication et de production audiovisuelle	30/04/2019	Y
5	Other CVE Project	EU/ Projet Prévention de conflits et Promotion du Dialogue Interculturel	Abd Eljelil Abderrahmane H'Boyeb	Chargé de Projet Socioculturel	30/04/2019	Y
5	Other CVE Project	EU/ Projet Prévention de conflits et Promotion du Dialogue Interculturel	Sidaty Mohamed Gdala		30/04/2019	Y
5	Other CVE Project	EU/ Projet Prévention de conflits et Promotion du Dialogue Interculturel	Ba Abdourahmane Saboye		30/04/2019	Y
6	Donor (USG)	US Embassy	Michael Dodman	Ambassador	30/04/2019	N
7	Key Partners	AGD	Aliou Diop	Président	30/04/2019	Y
7	Key Partners	AGD	Cheikh Thiam	Directeur executif	30/04/2019	Y
7	Key Partners	Traversées Mauritanides	Bios Diallo	Président	30/04/2019	Y
8	Key Partners	CQFMP	Abdounour	Coordinateur logistique	30/04/2019	Y

#	CATEGORY	STRUCTURE	NAME	RESPONSIBILITY	DATE	TRANSCRIPTION (Y/N)
8	Key Partners	CQFMP	Hamed Ravaa	Coordinateur pédagogique	30/04/2019	Y
8	Key Partners	CQFMP	Ethmane Sweidane	Chef du personnel	30/04/2019	Y
9	Trainers	CQFMP	Boubacar Seye	Formateur - filet tournant	30/04/2019	Y
9	Trainers	CQFMP	Abdoulaye Bamba	Formateur - mécanique hors bord	30/04/2019	Y
9	Trainers	CQFMP	Mama Ould Jidne	Formateur - filet tournant	30/04/2019	Y
10	Other CVE Project	USAID Partnerships for Peace (P4P)/Creative Associates International	Aichetou Amadou Warr	Country Representative	01/05/2019	Y
11	Implementing Partner	OIM	Anke Strauss	Ancien Chef de Mission	01/05/2019	N
12	Implementing Partner	OIM	Laura Lungarotti	Chef de Mission	01/05/2019	N
13	Trainers	CFPM	Hamdinou Ould Taqhi			
14	Trainers	CFPM	Oumoukheiri M/ Ahmed			
14	Trainers	CFPM	Taleb Mohamed Taleb			
14	Trainers	CFPM	Eubi Sid'el Hadj			
14	Trainers	CFPM	Ahmed Salem Ould Kory			
15	Key Partners	ANAPEJ	Mariem Mint Sidi Mohamed	PF/Coordinatrice Guichet Mobile Projet EMELI	02/05/2019	Y
16	Other CVE Project	Délégation de l'Union européenne en République Islamique de la Mauritanie	Jorge Valiente Izquierdo	Chargé de Programme - Empli et formation professionnelle	02/05/2019	N
17	Key Partners	CFPM	Mouhammed Lemine Abderahmane	Chef service ateliers et travaux	02/05/2019	N
18	Private Sector Partners	Acteurs FP et secteur Privé/ APROMI	Souleymane Mamadou Thioub	Président	02/05/2019	Y
19	Implementing Partner	OIM	Jamie Cook	Previously Interim Chef de Projet	03/05/2019	N
20	Other CVE Project	KfW	Daniel Schumann	Chef de Mission FICOL (CoMI), Tunisie	03/05/2019	N
21	Other CVE Project	CORIM	Gian Andrea Rolla	Coordinateur de Terrain; Chef d'équipe	03/05/2019	N
22	Project Key Partners	ANAPEJ (Nouadhibou)	El Kowry	Coordonnateur Antenne	04/05/2019	N
23	Youth	ISSM	Jeune	Etudiant à l'ISSM	5/4/2019	N
23	Youth	ISSM	Jeune	Etudiante à l'ISSM; formatrice EMELI	5/4/2019	N
24	Government	Mairie	Eida Ahmed Salah	Adjoint au maire	06/05/2019	N
25	Project Key Partners	ISSM	Mahfoudh Taleb	Directeur	06/05/2019	Y

#	CATEGORY	STRUCTURE	NAME	RESPONSIBILITY	DATE	TRANSCRIPTION (Y/N)
26	Government	Préfecture	Sidi Med O/ Houeibib	Préfet	06/05/2019	N
27	Government	Zone Franche	Mouhyidin Ould Cheine	Attaché au cabinet du Président ANZF	06/05/2019	Y
28	Company	Hong Dong	Ren Zhi Hong	Directeur de Stockage et contrôle de qualité	06/05/2019	N
28	Company	Hong Dong	Cheikh Ahmed Ben Maaly	Responsable Hygiène et Qualité	06/05/2019	N
29	Company	Excellence Fish	Ahmedou Hmeity	Président Directeur Général	06/05/2019	N
30	Project Key Partners	ANAPEJ (Nouadhibou)	El Kowery (bis)	Coordonnateur Antenne	07/05/2019	Y
31	Company	Star Fish	Nami Ahmed Yacoub	Président Directeur Général	07/05/2019	N
32	Project Key Partners	Academie Navale (Nouadhibou)	Colonel Mohamed Lemine Ould ZAMEL	Commandant	07/05/2019	N
33	Government	Direction des Stratégies et Politiques de l'Emploi	Sid El Mokhtar Ahmed El Hady	Directeur	08/05/2019	N
33	Government	Direction Générale de l'Emploi	Cheikh Mohamed Lemine Eya	Directeur	08/05/2019	N
34	Government	Direction des Etablissements et des Instituts Islamiques	Mohamed Abdarrahamane Veten	Directeur	08/05/2019	Y
35	Project Key Partners	CFPM	Ahmed Allal	Directeur	08/05/2019	N
36	Donor (USG)	US Embassy	Anne Linnee	Deputy	08/05/2019	N
37	Company	Complexe des Industries Frigorifique Sarl	Hadrami Ould Ahmed	Président Directeur Général	09/05/2019	N
38	Company	CPM	Oumar Ndiaye	Superviseur	09/05/2019	N
39	Company	LORPEX Fish	Boyah Ould Ahmed Salem	Directeur Adjoint	09/05/2019	N
39	Company	LORPEX Fish	Henoun Ould Jay	Responsable de qualité	09/05/2019	N
40	Government	Direction de la Jeunesse et des Sports	Ba Alioune Gatta	Conseiller	09/05/2019	N
40	Government	Direction de la jeunesse et des Sports	Moustapha Yombaba	Directeur	09/05/2019	N
41	Project Key Partners	ANAPEJ	Beitallah Ould Ahmed Leswed	Directeur	09/05/2019	N
41	Project Key Partners	ANAPEJ	Abdoulaye Diop	Conseiller en communication	09/05/2019	N
42	Other CVE Project	SADAQA (Chemonics)	Stacia George	Director, West and Central Africa and Haiti	09/05/2019	N



#	CATEGORY	STRUCTURE	NAME	RESPONSIBILITY	DATE	TRANSCRIPTION (Y/N)
43	Government	INAP-FTP	Mohamed Lemine Ould Seyed	Directeur	10/05/2019	N
43	Government	INAP-FTP	Sidi Ahmed Salem	PF EMELI	10/05/2019	N
44	Government	Direction de la Formation technique et professionnelle	Sid' Ahmed Ould Iyohio	Directeur	10/05/2019	N
44	Government	Direction de la Formation technique et professionnelle	Mohammed Ould Rajel	Directeur Adjoint	10/05/2019	N
45	Government	Inspection Départementale de la Jeunesse	Ousmane Oumar Sow	Inspecteur	11/05/2019	Y
46	Private Sector Partner	Union national pour le patronat en Mauritanie	Hamza Babetta	SG Adjoint	13/05/2019	Y
47	Private Sector Partner	Union national pour le patronat en Mauritanie	Mohamed Lemine Dereghly (dit Mini)	Point focal	13/05/2019	N
48	Other CVE Project	Secretariat Permanent du G5 Sahel	Amadou Sall	Coordinateur de la Cellule régionale de prévention de la radicalisation	13/05/2019	Y
49	Others	Mauritanie 2000/Consultante indépendante	Nedwa Moctar Nesh	Directrice	13/05/2019	Y
59	Other CVE Project	World Bank	Mohammed Tolba	Consultant	13/05/2019	N
51	Others	Consultant Indépendant	Abdoulaye Ndiaye	Consultant	13/05/2019	N
52	Private Sector Partner	Hadina Incubateur	Mariem Kane	Présidente	14/05/2019	Y
53	Private Sector Partner	ONG Je m'engage	Dienaba Touré	Présidente	14/05/2019	N
54	Implementing Partner	IOM	Kadijetou Diop	M&E	14/05/2019	N
54	Implementing Partner	IOM	Djigo Djibril Yero	Workforce Insertion Specialist	14/05/2019	N
55	Implementing Partner	IOM	Mohammed KESSAM	Resource Management Officer	14/05/2019	N
56	Implementing Partner	IOM	Philippe Branchat	Senior Regional Emergency and Post-Crisis Specialist	14/05/2019	N
57	Implementing Partner	IOM	Alexander Bee	Project Officer (former); Currently Reintegration Officer in Burkina Faso	14/05/2019	N
58	Other CVE Project	World Bank	Haroune Sidatt	Consultant	14/05/2019	N
59	Implementing Partner	OIM	Laura Lungarotti	Chef de Mission	17/05/2019	N
60	Donor (USG)	USAID	Lisa Washington-Sow	Country Program Manager	17/05/2019	N

#	CATEGORY	STRUCTURE	NAME	RESPONSIBILITY	DATE	TRANSCRIPTION (Y/N)
61	Other CVE Project	Alliance Citoyenne	Atikatou Dieng	Manager	17/05/2019	Y
62	Private Sector Partner	Fédération nationale de la pêche	Ould Sadegh	SG	22/05/2019	Y
63	Other CVE Project	CORIM	Salma Belaala	Directrice technique CORIM2; Ancienne Directeur CORIM1	24/05/2019	N

## ANNEX V: LIST OF FOCUS GROUPS

REGION	STAKEHOLDER	ORGANIZATION	# OF MALE PARTICIPANTS	# OF FEMALE PARTICIPANTS	DATE	TRANSCRIBED (Y/N)
Nouakchott	Youths	CCEJ	5	2	5/2/2019	Y
Nouakchott	Youths	CCEJ	4	3	4/30/2019	Y
Nouakchott	Trainers	CQFMP	1	6	4/30/2019	Y
Nouakchott	Students	CFPM	0	10	5/2/2019	Y
Nouakchott	Students	CFPM	0	7	5/2/2019	Y
Nouakchott	Students	CFPM	0	11	5/2/2019	Y
Nouakchott	Students	CFPM	6	1	5/2/2019	Y
Nouakchott	Students	CFPM	12	0	5/2/2019	Y
Nouakchott	Students	CQFMP	0	13	5/3/2019	Y
Nouakchott	Students	CQFMP	0	12	5/3/2019	Y
Nouakchott	Students	CQFMP	0	12	5/3/2019	Y
Nouakchott	Students	CQFMP	0	11	5/3/2019	Y
Nouakchott	Students	CQFMP	0	11	5/3/2019	Y
Nouadhibou	Students	ISSM	0	7	5/4/2019	Y
Nouadhibou	Students	ISSM	0	6	5/4/2019	Y
Nouadhibou	Students	ISSM	5	0	5/4/2019	Y
Nouadhibou	Trainers	ISSM	5	0	5/7/2019	Y
Nouakchott	Students	CQFMP	11	0	5/11/2019	Y
Nouakchott	Students	CQFMP	11	0	5/11/2019	Y
Nouakchott	Youths	CCEJ	3	5	5/11/2019	Y
Nouakchott	Youths	CCEJ	5	1	5/11/2019	Y
Nouakchott	Trainers (Leadership and Soft Skills)		5	2	5/14/2019	Y

## ANNEX VII: KEY DATES FOR THE EMELI ACTIVITY

- December 29, 2016 Cooperative agreement signed
- January 03, 2017 Effective date of cooperative agreement
- May 2017 Arrival of 1st project manager
- May 2017 Workforce Insertion Specialist begins
- June 2017 Project Assistant (Local Association) begins
- June 2017 M&E Assistant begins
- July 2017 Labor Market Study submitted
- October 16, 2017 Ministerial decree establishes NSC
- December 8, 2017 1st NSC meeting
- December 2017 Departure of former IOM Chief of Mission
- February 6, 2018 Official EMELI project launching
- March 30, 2018 CFPM Diagnostic Study submitted
- April 28, 2018 Arrival of new IOM Chief of Mission
- May 15, 2018 Submission of Catch-Up Plan
- June 2018 1st Project Director resigns
- June 2018 Surge assistance provided
- July 2018 Arrival of Interim Project Director
- July 5, 2018 2nd NSC Meeting
- July 21, 2018 Coumba Gawlo Concert at Youth Center
- August 6, 2018 Training of Trainers for Leadership and Soft Skills Training begins
- August 17, 2018 Training of Trainers for Leadership and Soft Skills Training ends
- September 5, 2018 First batch of trainings in Blawakh (Naval Academy)
- September 10, 2018 Second batch of trainings begins (Nouakchott; Nouadhibou)
- October 3, 2018 Arrival of 2nd Full-time Project Director
- October 2018 Departure of Interim Project Director
- October 12, 2018 Cost Modification Approved
- October 20-21, 2018 AGD Training on Civil Engagement
- October 25, 2018 Technical Committee Meeting
- October 30, 2018 Ministerial reshuffle
- November 5-7, 2018 AGD Training on Entrepreneurship
- November 5, 2018 First meeting of USAID-led Coordination Group on PVE/CVE
- November 5, 2018 Leadership and Soft Skills Trainings begins (Naval Academy; Youth and youth leaders)
- November 14, 2018 Leadership and Soft Skills Trainings begins (2nd batch of Youth and youth leaders)
- Mid-November First discussion that EMELI might be affected by US sanctions
- November 16, 2018 Leadership and Soft Skills Trainings end (Naval Academy; Youth and youth leaders)
- November 23, 2018 Leadership and Soft Skills Trainings end (2nd batch of Youth and youth leaders)
- November 29, 2018 [US White House memorandum](#) announces that no waiver will be provided for Mauritania
- December 5, 2018 CQFMP Classroom training ends
- December 9, 2018 ISSM Classroom training ends
- December 2018 Beginning of internships (Naval Academy)
- December 3, 2018 Renovation work scheduled to begin at CFPM
- December 10, 2018 Internships begin for ISSM students
- December 11, 2018 End of classroom training celebration at Naval Academy in Nouakchott

- December 18, 2018 International Migrants Day Celebrated at Youth Center
- December 19, 2018 USAID approves EMELI workplan through May 31, 2019
- December 18, 2018 Leadership and Soft Skills Trainings begin (2nd batch of Naval Academy students)
- December 25, 2018 CFPM Received administrative equipment
- December 18, 2018 Leadership and Soft Skills Trainings end (2nd batch of Naval Academy students)
- January 2019 3rd COPIN meeting
- January 10, 2019 CQFMP internships begin for group 1 (Artisinal processing)
- January 14, 2019 Leadership and soft skills training for ISSM students begins
- January 21, 2019 CQFMP internships begin for group 2 (Servicing/repair outboard motors)
- January 24, 2019 Leadership and soft skills training for ISSM students ends
- January 31, 2019 CQFMP internships begin for group 3 (Encircling nets)
- February 9, 2019 Internships end for ISSM students
- March 7, 2019 USAID Termination Letter issued that cancels some previously approved activities
- March 10, 2019 CQFMP internships begin for group 4 (Artisinal processing)
- March 25, 2019 Leadership and soft skills training for CFPM students (Group 1) begins
- March 27, 2019 3rd Project Director leaves for medical reasons
- April 2, 2019 Leadership and soft skills training for CFPM students (Group 2) begins
- April 5, 2019 Leadership and soft skills training for CFPM students (Group 1) ends
- April 19, 2019 Leadership and soft skills training for CFPM students (Group 2) ends
- April 29, 2019 Data Collection for Final Performance Evaluation begins
- May 31, 2019 Revised Project Close-Out Date
- January 2, 2020 Original Project Completion Date

## ANNEX VIII: LIST OF DOCUMENTS REVIEWED

1.	OIM. « Etude De Marché Des Secteurs Porteurs D'emplois Pour Le Personnel Pas Ou Peu Qualifié En Mauritanie », Juillet 2017.
2.	OIM. « Diagnostic Global Et Approfondi Du Centre De Formation Des Sortants Des Mahadras (CPFM) De Nouakchott », Mars 2018
3.	OIM. « EMELI First Annual Workplan 1/10/17 – 30/09/18 ».
4.	OIM. « EMELI Revised Annual Workplan 3/12/18 – 31/05/19 ». December 2018
5.	OIM. « EMELI Revised Annual Workplan 3/12/18 – 31/05/19 ». February 2019.
6.	OIM. « EMELI Third Quarterly Report April – June 2017 ».
7.	OIM. « EMELI Q4 Report July – September 2017 ». Octobre 2017
8.	OIM. « EMELI Q1 Report 2018 (October- December 2017 ». February 2018.
9.	OIM. « EMELI Second Quarterly Progress Report January-March 2018 ». (Disponible en PDF et Word)
10.	OIM. « EMELI First Quarterly Progress Report FY2019 October – December 2018. »
11.	USAID. « PIO Cooperative Agreement N° AID-625- IO- 17-00001 », December 2016
12.	OIM. « TSCTP / PRACT CVE Project First Annual Report (3rd January 2017 – 31st August 2017) ». September 2017
13.	OIM. « TSCTP / PRACT CVE Project Second Annual Report (1 September 2017 – 30 September 2018). October 2018.
14.	OIM. « EMELI's Draft Monitoring, Evaluation and Learning Plan ». November 2011.
15.	USAID. « Request for Agreement Officer (AO) Approval for Subgrant Under EMELI Project ». June 2018
16.	USAID. « Request for Approval of Subgrant (ANAPEJ) Under EMELI Project ». October 2018.
17.	EMELI Cost Modification #1
18.	USAID. « Evaluation & Analytical Services (EAS) Project For the Regional Peace And Governance Programs. Mauritanian Assessment Countering Violent Extremism: Resources and Programming. Final Report », March 2016
19.	USAID. « Cooperative Agreement N° AID-625- IO- 17-00001 - Modification of Award ». June 2018.
20.	USAID. « Cooperative Agreement N° AID-625- IO- 17-00001 – Notice of Termination ». June 2018.
21.	AID625IO1700001 CS.0861 MAURITANIA DEC 2018 SF-425
22.	Annex I _AGD_activites planifiées_oct-dec
23.	Financial Report December 2017
24.	Financial Report December 2018
25.	Financial Report June 2017
26.	Financial Report June 2018
27.	Financial Report March 2017
28.	Financial Report March 2018
29.	Financial Report March 2019
30.	Financial Report September 2017
31.	Financial Report September 2018
32.	BP Etudiants sortants des Mahadras
33.	CQFMP «Répartitions des Femmes Transformatrice Groupe (I et II)».
34.	CQFMP « Listes des élèves à la formation filet tournant 45eme promotions 2018»
35.	CQFMP « Répartition 45eme promotion (convention OIM/NKTT/N°0063/2018)» décembre 2018
36.	ANAPEJ «Mémoire» avril 2018
37.	ANAPEJ «Prestations services de l'expert national»
38.	ANAPEJ «Rapport de la mission de supervision dans le cadre du guichet mobile de l'ANAPEJ/OIM du projet EMELI financé par USAID à Nouadhibou» March 2019
39.	ANAPEJ «Rapport de l'atelier de renforcement des capacités des animateurs du guichet mobile de l'ANAPEJ/OIM» février 2019
40.	ANAPEJ «Rapport de la mission de prospection pour l'emploi des étudiants du CFPM formés par l'académie Navale dans le cadre du projet EMELI» Février 2019
41.	ANAPEJ «Rapport relatif à la table ronde sur l'emploi des jeunes organisée par le guichet mobile de l'ANAPEJ/OIM du projet EMELI sur financement de l'USAID» April 2019

42.	OIM « Contrat de service entre l'organisation internationale pour les migrations, l'académie Navale pour la formation de 200 étudiants du CFPM dans les métiers de pêche»
43.	OIM « Accord de fourniture de services entre l'organisation internationale pour les migrations, l'association des gestionnaires pour le développement pour la gestion du centre culturel et d'échange pour les jeunes (CCEJ) » Juin 2019
44.	OIM «Contrat de service entre l'organisation internationale pour les migrations et l'agence nationale de promotion de l'emploi des jeunes (ANAPEJ) »
45.	OIM «Contrat de service entre l'organisation internationale pour les migrations et l'institut national de promotion de la formation technique et professionnelle (INAP-FTP) pour le renforcement de capacité du centre de formation professionnelle des Mahadras bénéficiaire direct du projet» Juin 2018
46.	CQFMP «Liste des femmes formatrices désistent G1 et G2 OIM»
47.	CQFMP «Liste des hommes en formation filet tournant OIM»
48.	OIM « Méthodologie de sélection des bénéficiaires pour la formation de la pêche à l'Académie Navale »
49.	OIM « Méthodologie de sélection des bénéficiaires pour la formation qualifiante au CFPM »
50.	OIM « rapport enquête Baseline du projet »
51.	OIM « Rapport d'évaluation de l'atelier de formation des formateurs en Leadership, Pensée critique et créative, Développement personnel et Techniques andragogiques »
52.	OIM « Succès – Story »
53.	OIM « Termes de référence « Consultant Expert/ bureau chargé l'élaboration d'un dispositif de gestion des Grants »
54.	Note technique sur le contenu du protocole entre - CFPM-Académie Navale
55.	ISSM/Académie « Navale Synthèse des travaux de la seconde édition des Journées de réflexion sur l'amélioration de la qualité des produits halieutiques mauritaniens ».
56.	l'ISSM/Académie Navale Synopsis sur l'exécution du projet EMELI. Composante mise en œuvre par
57.	SCET – RIM « Rapport d'Avancement N°8 (Rapport semestriel Janvier à Juin 2018) Programme d'Appui à la Formation Technique et Professionnelle (PAFTP) » 2018
58.	OIM « Matrice d'effets (Annexe I)
59.	Annexe 2: Programme d'Appui à la Formation Technique et Professionnelle (PAFTP) en Mauritanie Tableau des engagements et des décaissements: Convention Séparée: Avenant N°1 Date: 30 Juin 2018 Rapport d'Avancement semestriel N°1
60.	PAFTP tableau prévisionnel
61.	Mauritanie 2000 « Autonomiser la jeunesse mauritanienne par l'éducation, le leadership et le progrès personnel (EMELI) Fiche de sensibilisation »
62.	Mauritanie 2000 « Synthèse du projet les besoins de sensibilisation au profit des superviseurs et agents de terrain »
63.	Mauritanie 2000 « Rapport de la mission de sensibilisation »
64.	ArrêtéN°0867 du MEFPTIC portant création d'un comité de pilotage National
65.	O I M « Liste des femmes Formatrices Désistent G1 (30 filles) »
66.	ISSM « Liste des étudiants en formation à Nouadhibou pour la transformation artisanale à Nouadhibou »
67.	OIM « Autonomiser la jeunesse mauritanienne par l'éducation, le leadership et le Progress personnel (emeli) comité technique du projet emeli - 24 avril 2019 – MEPTEMA
68.	OIM « Fiche de satisfaction des étudiants formés3.
69.	PIM formation des jeunes issus des Mahadras

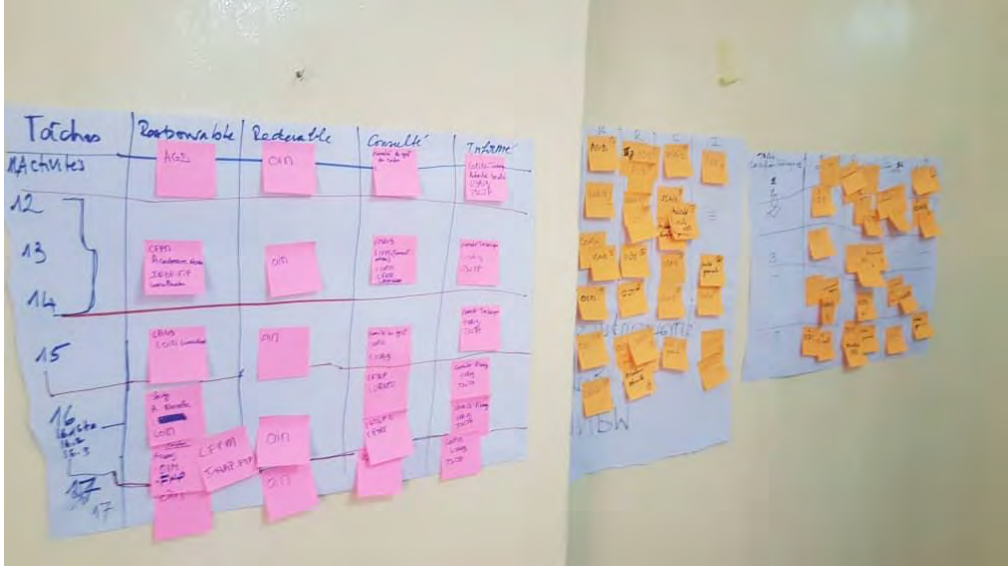
## ANNEX IX: PARTICIPATORY RACI ANALYSIS

Developed during Joint Work Session with USAID & OIM (May 10, 2019, IOM Offices)

	TÂCHE/DÉCISION	RESPONSABLE	REDEVABLE	CONSULTÉ	INFORMÉ
1	Conception du projet / Ciblage	OIM	OIM	Gouvernement/Ministères ; Société Civile ; USAID	USAID ; Gouvernement
2	Élaboration des plans de travail/ Identification des partenaires	OIM	OIM	Gouvernement/Ministères ; Société Civile ; USAID COPIN	USAID ; Comité technique
3	Maintien des rapports entre les structures de gestion	OIM	OIM ; USAID ; Gouvernement	USAID	USAID
4	Mise en place du Comité de pilotage	OIM ; Gouvernement (Ministère de l'emploi) ; USAID	OIM	Gouvernement / 4 ministères ; USAID	USAID
5	Mise en place du Comité technique	OIM ; Ministère de l'emploi	OIM ; Parties prenantes ; ministères	COPIN	Parties prenantes (ANAPEJ, INAP, CFPM)
6	Mise en place du Comité technique et d'orientation du CCEJ	AGD ; Inspection de la jeunesse	OIM ; AGD	USAID	Ministère de la Jeunesse ; Conseiller
7	Mise en place du Comité de suivi pour l'insertion	ANAPEJ	ANAPEJ ; OIM	USAID ; Zone franche ; FNP ; Autorités locales (Nouadhibou) ; Académie Navale	USAID ; COPIN
8	Validation des plans de travail	COPIN ; USAID	OIM	USAID	Parties prenantes
9	Réallocation du budget et nouveau plan de travail	OIM ; COPIN	OIM	USAID	USAID ; COPIN
10	Sélection des étudiants	OIM	OIM ; CFPM ; INAP ; ANAPEJ ; Académie Navale	COPIN ; Parties prenantes	Comité technique ; COPIN ; USAID
11	Activités culturelles et sportives	AGD	OIM	Comité de gestion du Centre	COPIN ; Comité technique ; Autorités locales ; TSCTP
12	La formation professionnelle des étudiants				
13	60 étudiants dans les métiers autre que la pêche (CFPM)	CFPM ; Académie Naval ; INAP-FTP (consultant)	OIM	USAID ; Fédération de pêche ; COPIN	Comité technique ; USAID ; TSCTP
14	201 étudiants dans le domaine de la pêche (Académie Navale)				
15	La formation du développement personnelle (OIM)	AGD ; OIM (avec des consultants)	OIM	Comité de gestion ; COPIN ; USAID	Comité technique ; USAID ; TSCTP
16	Insertion				
	Stages	Académie Naval ; OIM	OIM	FNP ; UNPM ; Mauritanie 2000	Comité technique ; USAID ; TSCTP



	TÂCHE/DÉCISION	RESPONSABLE	REDEVABLE	CONSULTÉ	INFORMÉ
	Emploi à temps-plein	ANAPEJ ; OIM ; FNP ; CFPM ; INAP		UNPM ; FNP	Comité technique ; USAID ; TSCTP
	Appui-conseil				Comité technique ; USAID ; TSCTP
<b>17</b>	Suivi	OIM	OIM	USAID	Comité technique ; USAID ; TSCTP



**Photos from RACI Participatory Analysis**



## **ANNEX X: EVALUATION TOOLS**

- Informed consent
- Student individual survey
- Student FGD guide
- CCEJ Student FGD guide
- USAID/Embassy Interview guide
- IOM interview guide
- GIRM interview guide
- EMELI Project Partners Interview guide
- Trainers Interview guide
- Employer interview guide
- Other IPs implementing CVE programs Interview guide
- Program leaver - Interview guide

## CONSENTEMENT

### PRINCIPES DE L'ENQUETE / LE CONSENTEMENT VERBAL :

Bonjour, je m'appelle **[Nom de l'enquêteur]** et je travaille pour le projet de Suivi et Evaluation de USAID basé au Sénégal. L'USAID Mauritanie nous a confié de mener l'évaluation du Projet EMELI mis en œuvre par l'IOM pour renforcer les capacités et les compétences des jeunes mauritaniens issus de Mahadras.

Nous sommes là dans le cadre de la collecte des données et des informations afin de mieux comprendre les résultats du projet et de formuler des recommandations pour de futurs projets. Votre participation est très importante pour nous permettre de connaître votre expérience avec le projet EMELI ainsi que ses réalisations. Nous aimerions avoir votre soutien dans ce domaine.

Cette discussion durera environ une heure de temps. Nous allons écrire vos réponses et afin de mieux capter vos contributions, nous allons si vous nous permettez d'enregistrer l'entretien. Les résultats de l'enquête seront publiés et partagés avec les parties prenantes. Le rapport final sera partagé avec l'USAID, l'IOM et les partenaires du gouvernement de la République Islamique de la Mauritanie et les bénéficiaires du projet.

**[Pour les responsables qui pourront être identifiés facilement] :** Etant donné votre poste, il peut avoir des instants où il sera possible de vous identifier.

Votre participation reste volontaire et votre identité ne sera divulguée en aucun cas. Vous êtes totalement libre de suspendre votre participation à l'entretien à tout moment sans aucun préjudice. Une fois que nous commençons, si vous préférez ne pas répondre à une question, vous pouvez nous le dire.

Est-ce que vous nous donnez votre consentement ?

**[Avez-vous obtenu le consentement verbal ?**

1. **Oui**
2. **Non**

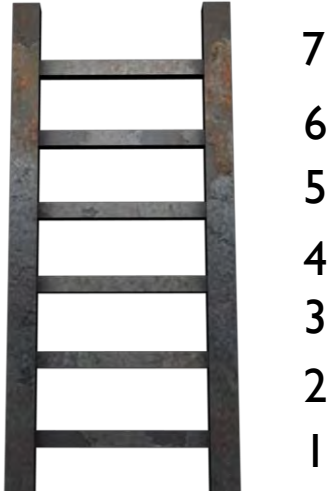
# QUESTIONNAIRE

## ENQUÊTE AUPRÈS DES ÉTUDIANTS

<b>Informations Générales</b>	<b>Q1. Quel est votre âge ? _____</b> [Chiffres – Open]
	<b>Q2. Sexe</b> <input type="radio"/> 1. Homme <input type="radio"/> 2. Femme
<b>Formation professionnelle</b>	<b>Q3. Avez-vous participé à une formation professionnelle dans le cadre du projet EMELI ?</b> <input type="radio"/> 1. Oui <input type="radio"/> 0. Non <b>[Si vous n'avez pas participé à une formation professionnelle, aller à Q11]</b>
	<b>Q4. À quelle formation professionnelle d'EMELI avez-vous participé ?</b>  <b>Q4.1 CFPM :</b> <input type="radio"/> 1. Couture <input type="radio"/> 2. Electricité <input type="radio"/> 3. Plomberie <input type="radio"/> 4. Bureautique  <b>Q4.2 Pêche :</b> <input type="radio"/> 1. Filets tournants <input type="radio"/> 2. Transformatrice artisanale <input type="radio"/> 3. Spécialiste en nettoyage industriel <input type="radio"/> 4. Mécanicien de moteurs hors-bord
	<b>Q5. Dans quelle mesure le projet EMELI vous a-t-il aidé à vous préparer à trouver un emploi rémunéré à temps plein ?</b> <input type="radio"/> 1. Pas du tout <input type="radio"/> 2. Un petit peu <input type="radio"/> 3. Quelque peu <input type="radio"/> 4. Beaucoup
	<b>Q6. Quels défis rencontrez-vous actuellement pour trouver un poste rémunéré à temps plein ?</b> <hr/> <hr/>
	<b>Q7. Les formations EMELI ont-elles modifié vos convictions sur la capacité des femmes à contribuer au marché du travail</b> <input type="radio"/> 1. Oui <input type="radio"/> 0. Non <b>Si oui, comment vos convictions ont-elles changé ? _____</b>

	<p><b>Si non, pourquoi ? _____</b></p>
	<p><b>Q8. Les formations EMELI ont-elles modifié vos convictions concernant les opportunités offertes aux femmes sur le marché du travail ?</b></p> <p> <input type="radio"/> 1. Oui  <input type="radio"/> 0. Non </p> <p><b>Si oui, comment vos convictions ont-elles changé ? _____</b></p> <p><b>Si non, pourquoi ? _____</b></p>
	<p><b>Q9. Avez-vous déjà eu un stage dans le cadre du projet EMELI ?</b></p> <p> <input type="radio"/> 1. Oui  <input type="radio"/> 0. Non </p> <p><b>[Si « Non », aller à Q11]</b></p>
	<p><b>Q10. Avez-vous pu utiliser des informations ou des compétences acquises lors de la formation EMELI à votre travail ?</b></p> <hr/> <p> <input type="radio"/> 1. Oui  <input type="radio"/> 0. Non </p> <hr/> <p>Si oui, donner un exemple SVP : _____</p>
<b>Formation leadership</b>	<p><b>Q11. Avez-vous participé à une formation en développement personnel ?</b></p> <p> <input type="radio"/> 1. Oui  <input type="radio"/> 0. Non </p> <p><b>[Si vous ne participiez pas à une formation en leadership, aller à Q17]</b></p>
	<p> <input type="radio"/> <b>Q13. Pensez-vous avoir changé en tant que personne à la suite des formations reçues dans le cadre du projet ?</b> </p> <p> <input type="radio"/> 1. Oui  <input type="radio"/> 0. Non </p> <p><b>[Sinon , aller à Q17]</b></p>
	<p><b>Q14. Si oui, comment ?</b></p> <p> <input type="radio"/> 1. Pire <b>[Si Pire , aller à Q16]</b>  <input type="radio"/> 2. Pareil <b>[Si pareil, aller à Q17]</b>  <input type="radio"/> 3. Amélioré <b>[Si amélioré, aller à Q15]</b> </p>
	<p><b>Q15. Comment vous êtes-vous amélioré en conséquence ?</b>  <b>[Enquêteur : Plusieurs réponses possibles]</b></p> <p> <input type="radio"/> 1. Plus optimiste  <input type="radio"/> 2. Plus organisé  <input type="radio"/> 3. Plus débrouillard  <input type="radio"/> 4. Plus sain  <input type="radio"/> 5. Meilleure vie sociale  <input type="radio"/> 6. Autre (Spécifier : _____ ) </p>
	<p><b>Q16. Pourquoi dites vous que c'est "Pire"? (Ouvverte)</b></p> <p>_____</p>

<b>Autonomisation</b>	<ul style="list-style-type: none"> <li>○ <b>Q17. Etes-vous optimiste sur le fait que vous puissiez réaliser vos ambitions personnelles, telles que se marier, soutenir sa famille, atteindre la stabilité financière, poursuivre ses études, etc. ?</b></li> <li>○ 1. Très pessimiste</li> <li>○ 2. Quelque peu pessimiste</li> <li>○ 3. Quelque peu optimiste</li> <li>○ 4. Très optimiste</li> </ul>
	<p><b>Q18. Dans quelle mesure êtes-vous d'accord avec les affirmations suivantes ?</b></p> <p>a. <i>La plupart de ce que je fais au cours de ma journée me semble utile et significatif.</i></p> <ul style="list-style-type: none"> <li>○ 1. Fortement en désaccord</li> <li>○ 2. Quelque peu en désaccord</li> <li>○ 3. Quelque peu d'accord</li> <li>○ 4. Tout à fait d'accord</li> </ul>
	<p>b. Je suis capable de faire une différence positive dans ma famille ou ma communauté.</p> <ul style="list-style-type: none"> <li>○ 1. Fortement en désaccord</li> <li>○ 2. Quelque peu en désaccord</li> <li>○ 3. Quelque peu d'accord</li> <li>○ 4. Tout à fait d'accord</li> </ul>
<b>Contexte</b>	<p><b>Q19. Quels sont les principaux problèmes de la vie auxquels vous êtes confrontés ? (Ouvverte) :</b></p> <p>_____</p>
	<p>Q20. Selon vous, quels sont les principaux défis pour le développement politique et économique de la Mauritanie ?</p> <p>_____</p>
	<p><b>Q21. Quelle est la gravité de la menace à la sécurité de votre pays ?</b></p> <p><b>a. Conflit Inter-ethnique</b></p> <ul style="list-style-type: none"> <li>○ Pas du tout une menace</li> <li>○ Une légère menace</li> <li>○ Une menace modérée</li> <li>○ Une menace importante</li> </ul> <p><b>b. Groupes extrémistes/terroristes violents (tels que Al Qaeda in the Islamic Maghreb (AQIM))</b></p> <ul style="list-style-type: none"> <li>○ Pas du tout une menace</li> <li>○ Une légère menace</li> <li>○ Une menace modérée</li> <li>○ Une menace importante</li> </ul> <p><b>c. Crime</b></p> <ul style="list-style-type: none"> <li>○ Pas du tout une menace</li> <li>○ Une légère menace</li> <li>○ Une menace modérée</li> <li>○ Une menace importante</li> </ul>

<b>Marginalisation</b>	<p><b>Q22. Comment classeriez-vous les conditions de vie de votre propre ménage ces jours-ci</b>          Sur cette échelle, avec le sommet considéré comme niveau « Très confortable » et le bas « extrêmement pauvre », où placeriez-vous votre ménage ? Encerclez le numéro correspondant.</p> <p><b>Très Confortable</b></p>  <p><b>Extrêmement Pauvre</b></p>
	<p><b>Q23. Comment comparez-vous vos conditions de vie à celles des autres habitants de la Mauritanie ?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Bien pire</li> <li><input type="radio"/> 2. Un peu pire</li> <li><input type="radio"/> 3. A peu près le même</li> <li><input type="radio"/> 4. Moins mieux</li> <li><input type="radio"/> 5. Beaucoup mieux</li> </ul>
	<p><b>Q24. Comment comparez-vous les conditions de vie de votre groupe ethnique à celles d'autres Mauritaniens ?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 1. Bien pire</li> <li><input type="radio"/> 2. Un peu pire</li> <li><input type="radio"/> 3. A peu près le même</li> <li><input type="radio"/> 4. Un peu mieux</li> <li><input type="radio"/> 5. Beaucoup mieux</li> </ul>
<b>Point de vue sur la violence</b>	<p><b>Q25. Certaines personnes pensent que la violence contre les personnes non armées est justifiée dans certains cas. Certaines personnes ne le font pas. Quelle est votre opinion sur cette question : Pensez-vous que l'utilisation de la violence au nom de l'islam est toujours justifiée ?</b></p> <ul style="list-style-type: none"> <li>1. Jamais justifiée</li> <li>2. Rarement justifiée</li> <li>3. Quelque fois justifiée</li> <li>4. Souvent justifiée</li> <li>5. Toujours justifiée</li> </ul>



<b>Informations générales (bis)</b>	<p><b>Q26. Combien d'années avez-vous étudié dans les Mahadras ?</b> [Open – chiffres]</p> <p>_____</p>
	<p><b>Q27. Etes-vous membre d'une association de jeunes ?</b></p> <p><input type="radio"/> 1. Oui</p> <p><input type="radio"/> 0. Non</p> <p>a. Q27.1 Si « Oui, » quel est le nom de l'association ?</p> <p>_____</p>
	<p><b>Q28. Faîtes-vous partie du bureau de l'association ?</b></p> <p><input type="radio"/> 1. Oui</p> <p><input type="radio"/> 0. Non</p> <p>Q28.1 Si oui, quel est votre poste ? _____</p>
	<p><b>Q29. Quel est votre niveau d'étude académique le plus élevé ?</b></p> <p>1. Primaire</p> <p>2. Secondaire</p> <p>3. Supérieur</p> <p>4. Aucun</p>
	<p><b>Q30. Quel est votre statut matrimonial ?</b></p> <p><input type="radio"/> 1. Célibataire</p> <p><input type="radio"/> 2. Marié(e)</p> <p><input type="radio"/> 3. Divorcé(e)</p> <p><input type="radio"/> 4. Veuf/veuve</p> <p><input type="radio"/> 5. Autres : Préciser _____</p> <p><input type="radio"/></p>
	<p><b>Q31. Quel est votre ethnie ?</b> [Possibilité de choisir plusieurs réponses]</p> <p><input type="radio"/> 1. Maure</p> <p><input type="radio"/> 2. Peuls</p> <p><input type="radio"/> 3. Soninké</p> <p><input type="radio"/> 4. Wolof</p> <p><input type="radio"/> 5. Autre : Préciser _____</p>

## EVALUATION – EMELI

### GUIDE DE FOCUS GROUP AVEC LES JEUNES :

#### Niveau de participation

##### 1. Dans quelles activités du projet ‘EMELI’ avez-vous participé ?

→→→ [Approfondir : Les formations professionnelles/Formations en développement professionnel (**compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales Stage, etc.**)

#### Renforcement des capacités

##### 2. What do you see as the key life issues facing youth in Mauritania ? / Quel est, selon vous, les principaux problèmes de la vie (quotidienne) auxquels les jeunes mauritaniens sont confrontés ?

→→→ [Approfondir : surtout les jeunes issus des Mahadras ]

##### 3. After having participated in these EMELI trainings and other activities, do you feel more competent to respond to these challenges? If yes, how ? If not, why not ? / **Après avoir participé à ces formations et autres activités du Projet EMELI, vous sentez-vous plus compétents pour relever ces défis ? Si oui, comment ? Si non, pourquoi pas ?**

→→→ [Approfondir : Par rapport à votre pleine intégration dans le marché du travail ; Par rapport à votre autonomisation et votre capacité d’appréhender les défis ?]

##### 4. [For those beneficiaries who participated in both trainings] How useful were the two trainings to achieving your goals? Was one more useful than the other? Do you think they should both be offered? Is there a better order in which they should be offered? / **[Pour les bénéficiaires qui ont participé aux deux formations] Dans quelle mesure les deux formations ont-elles été utiles pour atteindre vos objectifs? L'une était-elle plus utile que l'autre ? Pensez-vous qu'elles devraient être toutes les deux être offertes ? Y a-t-il un meilleur ordre dans lequel elles devraient être offertes ?**

Are there other obstacles to getting a job that the training did not address? / **Y a-t-il d'autres obstacles à l'obtention d'un emploi que la formation n'a pas abordé ?**

##### 5. Do you feel you have a platform from which to express grievances with the youth center (Guichet mobile) ? / **Avez-vous le sentiment que le guichet mobile vous sert de plateforme à partir de laquelle vous pouvez exprimer vos doléances ? Si oui comment ? Si non, pourquoi ?**

##### 6. What examples can you point to of when you’ve applied your learning from EMELI to a professional situation? To another situation requiring interpersonal competency and leadership ? / **Pouvez-vous citer un ou des exemples de situation dans laquelle vous avez mis en application une compétence apprise du projet EMELI dans le cadre professionnel ?**

**A une autre situation exigeante une compétence personnelle, interpersonnelle et de leadership ?**

→→→ **[Approfondir : Dans le contexte d'une situation professionnelle ? Dans le contexte d'une situation exigeante des compétences personnelle, interpersonnelles et de leadership ?**

7. Besides the positive effects of the project, is it possible to identify any negative aspects of the trainings or other EMELI activities ? / **En dehors des effets positifs du projet, pouvez-vous identifier si possible des aspects négatifs des formations ou autres activités du projet EMELI ?**

→→→ **[Approfondir : aspects négatifs à améliorer ?**

8. **[Filles uniquement]**

Did the EMELI project succeed in tailoring its training and other activities in a way that responds specifically to the needs of young Mauritanian women ? / **Le projet EMELI a-t-il réussi à adapter son intervention (formation et ses autres activités) afin de répondre spécifiquement aux besoins des jeunes femmes mauritaniennes ?**

→→→ **[Approfondir : Si oui, comment ? Si non, quelles ont été les faiblesses ?]**

#### **Perceptions de la qualité**

9. **Imaginez que le projet continue, il ne prend pas fin – Suggérez-vous à vos petits frères et sœurs d'y participer ? Si oui ou non Pourquoi ?**

→→→ **[Approfondir : Les points forts ? Les points à améliorer ? Les défis que vous avez relevé afin de réussir dans le projet ?]**

#### **Sustainability/ Durabilité**

10. Despite the project ending, what are ways that you will carry what you learned into the future? Are you able to continue your work at the internship placement? Are there particular skills or practices that you hope to maintain ? / **Etant donné que le projet tire à sa fin, quels sont les moyens que vous utiliserez pour transmettre ce que vous avez appris dans l'avenir ?**

→→→ **[Approfondir : Etes-vous capable de continuer à travailler dans la boîte où vous avez effectué le stage ? Y a-t-il des compétences ou des aptitudes particulières que vous espérez maintenir ?**

#### **Recommandations**

11. **Quelles sont vos suggestions pour un autre projet à l'avenir qui appuient les jeunes ? Surtout les jeunes issus des Mahadras ?**

→→→ **[Approfondir : Par rapport à la préparation pour l'emploi et pour les compétences en développement professionnel]**

## EVALUATION – EMELI

### GUIDE DE FOCUS GROUP AVEC LES JEUNES DU CCEJ :

#### Niveau de participation

##### 1. Dans quelles activités du projet ‘EMELI’ avez-vous participé ?

→→→ [Approfondir : Les formations professionnelles/Formations en développement professionnel (**compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales Stage, etc.**)

#### Renforcement des capacités

##### 2. What do you see as the key life issues facing youth in Mauritania ? / Quel est, selon vous, les principaux problèmes de la vie (quotidienne) auxquels les jeunes mauritaniens sont confrontés ?

→→→ [Approfondir : surtout les jeunes issus des Mahadras ]

##### 3. After having participated in these EMELI trainings and other activities, do you feel more competent to respond to these challenges? If yes, how ? If not, why not ? / **Après avoir participé à ces formations et autres activités du Projet EMELI, vous sentez-vous plus compétents pour relever ces défis ? Si oui, comment ? Si non, pourquoi pas ?**

→→→ [Approfondir : Par rapport à votre pleine intégration dans le marché du travail ; Par rapport à votre autonomisation et votre capacité d’appréhender les défis ?]

##### 4. [For those beneficiaries who participated in both trainings] How useful were the two trainings to achieving your goals? Was one more useful than the other? Do you think they should both be offered? Is there a better order in which they should be offered? / **[Pour les bénéficiaires qui ont participé aux deux formations] Dans quelle mesure les deux formations ont-elles été utiles pour atteindre vos objectifs ? L'une était-elle plus utile que l'autre ? Pensez-vous qu'elles devraient être toutes les deux être offertes ? Y a-t-il un meilleur ordre dans lequel elles devraient être offertes ?**

Are there other obstacles to getting a job that the training did not address? / **Y a-t-il d'autres obstacles à l'obtention d'un emploi ou à la mise en œuvre de votre initiative d'entreprendre que la formation n'a pas abordé ?**

##### 5. Do you feel you have a platform from which to express grievances with the youth center (Guichet mobile) ? / **Avez-vous le sentiment que le CCEJ vous sert de plate-forme à partir de laquelle vous pouvez exprimer vos doléances ? Si oui comment ? Si non, pourquoi ?**

##### 6. What examples can you point to of when you’ve applied your learning from EMELI to a professional situation? To another situation requiring interpersonal competency and leadership ? / **Pouvez-vous citer un ou des exemples de situation dans laquelle vous avez mis en application une compétence apprise du projet EMELI dans le cadre professionnel ?**

**A une autre situation exigeante une compétence personnelle, interpersonnelle et de leadership ?**

→→→ **[Approfondir : Dans le contexte d'une situation professionnelle ? Dans le contexte d'une situation exigeante des compétences personnelle, interpersonnelles et de leadership ?**

7. Besides the positive effects of the project, is it possible to identify any negative aspects of the trainings or other EMELI activities ? / **En dehors des effets positifs du projet, pouvez-vous identifier si possible des aspects négatifs des formations ou autres activités du projet EMELI ?**

→→→ **[Approfondir : aspects négatifs à améliorer ?**

8. **[Filles uniquement]**

Did the EMELI project succeed in tailoring its training and other activities in a way that responds specifically to the needs of young Mauritanian women ? / **Le projet EMELI a-t-il réussi à adapter son intervention (formation et ses autres activités) afin de répondre spécifiquement aux besoins des jeunes femmes mauritaniennes ?**

→→→ **[Approfondir : Si oui, comment ? Si non, quelles ont été les faiblesses ?]**

#### **Perceptions de la qualité**

9. **Imaginez que le projet continue, il ne prend pas fin – Suggérez-vous à vos petits frères et sœurs d'y participer ? Si oui ou non Pourquoi ?**

→→→ **[Approfondir : Les points forts ? Les points à améliorer ? Les défis que vous avez relevé afin de réussir dans le projet ?]**

#### **Sustainability/ Durabilité**

10. Despite the project ending, what are ways that you will carry what you learned into the future? Are you able to continue your work at the internship placement? Are there particular skills or practices that you hope to maintain ? / **Etant donné que le projet tire à sa fin, quels sont les moyens que vous utiliserez pour transmettre ce que vous avez appris dans l'avenir ?**

→→→ **[Approfondir : Etes-vous capable de continuer à travailler dans la boîte où vous avez effectué le stage ? Y a-t-il des compétences ou des aptitudes particulières que vous espérez maintenir ?**

#### **Recommandations**

11. **Quelles sont vos suggestions pour un autre projet à l'avenir qui appuient les jeunes ? Surtout les jeunes issus des Mahadras ?**

→→→ **[Approfondir : Par rapport à la préparation pour l'emploi et pour les compétences en développement professionnel]**

## EVALUATION – EMELI

### USAID/EMBASSY - INTERVIEW GUIDE

#### CONTEXT/INTRODUCTION :

1. Please describe your involvement in the EMELI project.
2. How does the EMELI project fit in amongst the other projects within USAID/government assistance within Mauritania ?
3. Let's talk about the project design. We know there was an assessment in 2016. What do you think of how the design of the project aligned with the implementation of the project? Do you feel like the assessment findings still hold today? Has the landscape?
4. How effective do you think the program was in achieving those objectives? (Probe : Effects of project on participants: EQ 1 : employability ; EQ2 : addressing vulnerability to recruitment of terrorist groups; Any negative effects on stakeholders?)
5. To what extent is this program viewed as a CVE program by participants, community members and other stakeholders? By USAID?

#### TRAININGS

6. From the USAID perspective, was the design of the vocational education trainings coupled with thought leadership effective? Was the training sequence appropriate?
7. Are you aware of the criteria that were used to select program participants? What is your opinion of the criteria? Did the program face any challenges in identifying and engaging these populations? Did participants know the selection criteria?
8. What might you identify as the factors that led to the success of certain youth but not others?

#### OVERALL PERFORMANCE / OVERALL STRUCTURE :

9. Can you describe the overall management structure of the project? What are the strengths and weaknesses of this approach? (Probe: National Steering Group; Participatory approach)
10. How would you describe the receptiveness and engagement of other stakeholders [government partners, INAP, Naval Academy, etc.] to the program and what it was trying to achieve?
11. Are there any best practices that emerged from the program? (Probe: Two types of training – vocational education, thought leadership; project management structure including partnerships)
12. What are the main challenges that arose during project implementation? (Probe: Delays, Turnover, etc.)

#### SUSTAINABILITY

13. What practices, mechanisms, and policies were put in place to foster sustainability after EMELI' end?

## EVALUATION EMELI

- a. What changes in practice are noticeable that may indicate continuity after EMELI's end?
- b. What indications might exist of appropriation of program components and structures?
- c. How might other entities (working groups, GIRM, other organizations) focusing on CVE carry forward some of EMELI's work related to the two main objectives? (USAID initiated Coordination Group on PVE/CVE; Working Group on Vocational Education)

## RECOMMENDATIONS

14. Which lessons learned from this EMELI experience do you consider to be most salient? Why?
15. If there were to be a similar project like this in the future, which project elements would you maintain? What changes would you make? Why?

## EVALUATION – EMELI

### IOM - INTERVIEW GUIDE

#### CONTEXT/INTRODUCTION :

1. Please describe your involvement in the EMELI project.
2. How does the EMELI project fit in amongst the other projects within IOM's work within Mauritania ?
3. What do you think are the key life issues facing Mauritanian youth today? How well did EMELI address them? (Probe: gaps in program design/implementation)
4. Do you think the project was well designed to meet its two strategic objectives? How effective do you think the program was in achieving those objectives? (Probe : Effects of project on participants: EQ 1 : employability ; EQ2 : addressing vulnerability to recruitment of terrorist groups; Any negative effects on stakeholders?)
5. To what extent is this program viewed as a CVE program by participants, community members and other stakeholders? By USAID?

#### TRAININGS

6. What efforts were made to align trainings (and overall project curriculum with the job market ? (How did IOM apply learnings from the diagnostic and other studies ? Provide examples.)
7. From the IOM Perspective, was the design of vocational education trainings coupled with thought leadership effective? What percentage of participants received both? Was the training sequence appropriate?
8. Which criteria that were used to select program participants? What is your opinion of the criteria? Did the program face any challenges in identifying and engaging these populations? Did participants know the selection criteria?
9. What might you identify as the factors that led to the success of certain youth but not others? Which factors explain students dropping out of the program (about 10 percent)?
10. What can you tell us about the internship experience for both students and employers? How has the project led to changes in employment/participation in sectors that have traditionally not been as attractive/receptive to women? What efforts have been made to increase women's participation in the industrial sector?

#### OVERALL PERFORMANCE / OVERALL STRUCTURE :

11. Can you describe the overall management structure of the project? What are the strengths and weaknesses of this approach? (Probe: National Steering Group; Participatory approach) How does the EMELI management structure differ from the management structure of other youth programs focusing on CVE in Mauritania?
12. How would you describe the receptiveness and engagement of other stakeholders [government partners, INAP, Naval Academy, etc.] to the program and what it was trying to achieve?



## EVALUATION EMELI

13. Are there any best practices that emerged from the program? (Probe: Two types of training – vocational education, thought leadership; project management structure including partnerships)
14. What are the main challenges that arose during project implementation? (Probe: Delays, Turnover, etc.)

## SUSTAINABILITY

15. What practices, mechanisms, and policies were put in place to foster sustainability after EMELI's end?
  - a. What changes in practice are noticeable that may indicate continuity after EMELI's end?
  - b. What indications might exist of appropriation of program components and structures?
  - c. How might other entities (working groups, GIRM, other organizations) focusing on CVE carry forward some of EMELI's work related to the two main objectives? (USAID initiated Coordination Group on PVE/CVE; Working Group on Vocational Education)

## RECOMMENDATIONS

16. Which lessons learned from this EMELI experience do you consider to be most salient? Why?
17. If there were to be a similar project like this in the future, which project elements would you maintain? What changes would you make? Why?

## EVALUATION – EMELI

### GIRM - INTERVIEW GUIDE

#### CONTEXTE/ PRÉSENTATION

1. Depuis quand occupez-vous ce poste ?
2. Pouvez-vous nous expliquer le rôle de votre institution dans les interventions du projet EMELI ? Plus précisément, quel est votre niveau d'implication au sein du Projet EMELI ?
3. Quels sont, selon vous, les principaux problèmes de vie auxquels la jeunesse mauritanienne est confrontée aujourd'hui ? Dans quelle mesure EMELI y a-t-il répondu de manière satisfaisante ? (Approfondir : lacunes dans la conception et la mise en œuvre du programme)

#### PERFORMANCE GLOBALE / STRUCTURE GLOBALE:

4. Pensez-vous qu'il a été bien conçu pour atteindre ces objectifs ? Selon vous, dans quelle mesure le programme a-t-il atteint ces objectifs ? (Approfondir : Effets du projet sur les participants : QE 1 : employabilité ; QE2 : vulnérabilité au recrutement de groupes terroristes ; effets négatifs sur les parties prenantes ?)
5. Pouvez-vous décrire la structure de gestion globale du projet ? Quelles sont les forces et les faiblesses de cette approche ? (Approfondir : Comité de Pilotage ; Comité Technique ; approche de partenariat)
6. Y a-t-il des bonnes pratiques qui sont ressorties du programme ? (Approfondir : Deux types de formation - formation professionnelle, leadership éclairé ; structure de gestion de projet, y compris le Comité de pilotage, le Comité technique et les partenariats)
7. Quels sont les principaux défis qui se sont posés au cours de la mise en œuvre du projet?

#### PERENNISATION DES ACTIVITES

8. Malgré la fin du projet EMELI, quels sont les dispositifs et les pratiques qui pourront assurer la pérennisation des activités ?
9. Quels sont les autres acteurs interviennent dans ce même domaine et qui pourront continuer à renforcer les capacités des jeunes ? Surtout les jeunes en difficultés ?

#### RECOMMANDATIONS

10. Quelles sont, selon vous, les leçons les plus saillantes tirées de cette expérience ?
11. S'il devait y avoir un projet semblable à l'avenir, quels éléments du projet conserveriez-vous ? Quels changements apporteriez-vous ? Pourquoi ?

## ÉVALUATION – EMELI

### EMELI PROJECT PARTNERS (CFPM, CQFMP, ISSM, AGD) INTERVIEW GUIDE

#### CONTEXTE/PRÉSENTATION

1. **Pouvez-vous nous expliquer votre rôle dans les interventions du projet EMELI ?**
2. **What do you see as the key life issues facing youth in Mauritania? To what extent has EMELI been able to adequately respond? / Quel est, selon vous, les principaux problèmes de la vie (quotidienne) auxquels les jeunes mauritaniens sont confrontés ? Dans quelle mesure EMELI y a-t-il répondu de manière satisfaisante ?**  
**→→→ [Approfondir : surtout les jeunes issus des Mahadras]**

#### PERFORMANCE GLOBALE / STRUCTURE GLOBALE:

3. **Connaissez-vous les objectifs de ce programme ? Quels sont ces objectifs ? Pensez-vous qu'il a été bien conçu pour atteindre ces objectifs ? Selon vous, dans quelle mesure le programme a-t-il atteint ces objectifs ? (Approfondir : Effets du projet sur les participants : QE 1 : employabilité ; QE2 : vulnérabilité au recrutement de groupes terroristes ; effets négatifs sur les parties prenantes ?)**
4. **Y a-t-il des bonnes pratiques qui sont ressorties du programme ? (Approfondir : Deux types de formation - formation professionnelle, leadership éclairé ; structure de gestion de projet, y compris le COPIL et les partenariats)**
5. **Quels sont les principaux défis auxquels vous avez dû faire face au cours de la mise en œuvre du projet ?**

#### PERENNISATION DES ACTIVITES

1. **Malgré la fin du projet EMELI, quels sont les dispositifs et les pratiques qui pourront assurer la pérennisation des activités ?**

#### Recommandations

2. **Quelles sont, selon vous, les leçons les plus saillantes tirées de cette expérience ? S'il devait y avoir un projet semblable à l'avenir, quels éléments du projet conserveriez-vous ? Quels changements apporteriez-vous ? Pourquoi ?**

## EVALUATION – EMELI

### TRAINERS INTERVIEW GUIDE

#### CONTEXTE/PRESENTATION :

#### 1. Pouvez-vous nous expliquer votre rôle dans les interventions du projet EMELI ?

→→→ **[Approfondir : Formations sur les compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales Stage, etc.)**

#### Renforcement des capacités :

2. What do you see as the key life issues facing youth in Mauritania? To what extent has EMELI been able to adequately respond? / Quel est, selon vous, les principaux problèmes de la vie (quotidienne) auxquels les jeunes mauritaniens sont confrontés ? **Dans quelle mesure EMELI y a-t-il répondu de manière satisfaisante ?**

→→→ **[Approfondir : surtout les jeunes issus des Mahadras]**

3. After having participated in these EMELI trainings and other activities, do you feel more competent to assist young people in responding to these challenges? If yes, how ? If not, why not ? / **Après avoir participé à ces formations et autres activités du Projet EMELI, vous sentez-vous plus compétents pour aider les jeunes à relever ces défis ? Si oui, comment ? Si non, pourquoi pas ?**

→→→ **[Approfondir : Par rapport à votre autonomisation et votre capacité d’appréhender les défis ? Dans votre capacité d’encadrer des jeunes dans la communauté]**

4. Did the EMELI project succeed in tailoring its training and other activities in a way that responds specifically to the needs of young Mauritanian women ? / **Le projet EMELI a-t-il réussi à adapter sa formation et ses autres activités afin de répondre spécifiquement aux réalités et aux besoins des jeunes femmes mauritaniennes ?**

→→→ **[Approfondir : Si oui, comment ? Si non, quels ont été les faiblesses ?]**

5. Besides the positive effects of the project, is it possible to identify any negative aspects of the trainings or other EMELI activities ? / **En dehors des effets positifs du projet, est-ce que vous avez remarqué des aspects négatifs des formations ou autres activités EMELI ?**

#### Perceptions de la qualité :

6. **En général, comment jugez-vous la qualité de ces activités/formations ? Quels sont les points forts ? Quels sont les points à améliorer ?**

#### Sustainability

## EVALUATION EMELI

7. Despite the project ending, do you see a way to continue to sustain these skills in the future ? / **Malgré la fin du projet, voyez-vous la possibilité de pérenniser ses acquis dans l'avenir ?**

Recommandations :

8. What are your suggestions for similar project in the future that would support young people from the Mahadras? / **Quelles sont vos suggestions pour un projet similaire à l'avenir qui soutiendrait les jeunes des Mahadras ?**

**→→→ [Approfondir : Par rapport à la préparation pour l'emploi et pour les compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales ]**

## ÉVALUATION – EMELI

### LES EMPLOYEURS DES STAGIAIRES

#### CONTEXTE/PRESENTATION

1. Quelle est votre rôle au sein du projet EMELI ?  
→→→ [Approfondir : Combien d'étudiants avez-vous reçu comme stagiaire ? Depuis quand ? Des filles comme garçons ? Quels sont les responsabilités des stagiaires ?]
2. Depuis quand est-ce que vous vous-intervenez dans le projet ?
3. Combien d'étudiants avez-vous recruté ? Quelle est la durée de leur contrat (s'il y en a) ? Quel type de contrat ?

#### REFLEXIONS SUR LE MARCHE DU TRAVAIL

4. D'une façon globale, quels sont les compétences et les comportements que vous souhaitez voir chez vos travailleurs ?
5. Qu'avez-vous remarqué par rapport aux comportement et compétences des stagiaires venant du projet EMELI ? Ont-ils apporté une plus-value ?
6. Quelles sont les difficultés que vous rencontrez pour embaucher un travailleur ?
7. Par rapport au projet EMELI y-a-t 'il des points forts ou d'autres points faibles à améliorer ?

#### RECOMMANDATIONS :

8. Quelles sont vos suggestions pour un projet similaire à l'avenir qui soutiendrait les jeunes ? Surtout les jeunes issus des Mahadras ?  
→→→ [Approfondir : Par rapport à la préparation pour l'emploi et pour les compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales ]

OTHER IPS IMPLEMENTING CVE PROGRAMS - INTERVIEW GUIDE

1. What is the experience of your organization in implementing CVE projects in Mauritania ?
2. Please describe briefly for us the approach of your program. Are you addressing VE drivers, supporting resiliencies, or both? What groups are you working with, and in what parts of the country? What do you see as the strengths and weaknesses of the approach ?
3. How engaged is the government on CVE and how receptive is the government to donor CVE efforts? Are there gaps in CVE programming? Are CVE efforts well-coordinated across donors and with the government?
4. Are you aware of the EMELI project ? If so, what might you identify as some of its strengths and weaknesses ? To what extent is this program viewed as a CVE program by participants, community members and other stakeholders? [Ask just of USAID, IOM and other donors]
5. What do you see as opportunities for synergy between various actors concerned with CVE ?
6. What suggestions do you have for improving the functionality of an initiative like EMELI in the future ?

## EVALUATION – EMELI

### GUIDE D'ENTRETIEN POUR LES ETUDIANTS AYANT ABANDONNE :

#### NIVEAU DE PARTICIPATION :

1. Dans quelles activités du projet 'EMELI' avez-vous participé ? A quel moment avez-vous quitté le projet ?

→→→ **[Approfondir : Les formations professionnelles/Formations en développement professionnel (compétences de leadership/pensée critique et créative/décision pro-sociale/compétences personnelles et sociales Stage, etc.)**

#### RENFORCEMENT DES CAPACITES :

2. Quel est, selon vous, les principaux problèmes de la vie (quotidienne) auxquels les jeunes mauritaniens sont confrontés ?

→→→ **[Approfondir : surtout les jeunes issus des Mahadras]**

#### PERCEPTIONS DE LA QUALITE :

3. En général, comment jugez-vous la qualité de ces activités/formations ? Quels sont les points forts ? Quels sont les points à améliorer ?
4. Pouvez-vous nous dire la raison pour laquelle vous n'avez pas continué avec le projet ? Qu'est-ce qu'il aurait fallu pour que vous puissiez continuer jusqu'au bout ?

#### RECOMMANDATIONS :

5. Quelles sont vos suggestions pour un autre projet à l'avenir qui soutient les jeunes ? Surtout les jeunes issus des Mahadras ?

→→→ **[Approfondir : Par rapport à la préparation pour l'emploi et pour les compétences en développement personnel]**



## ANNEX XIV: FINDINGS AND CONCLUSIONS TABLE – PRELIMINARY RESULTS

FINDINGS	SOURCES	CONCLUSIONS
<b>EQ 1. WHAT, IF ANY, EFFECT HAS THE ACTIVITY HAD ON EMPLOYABILITY OF YOUTH AND THEIR ABILITY TO ADDRESS SOCIAL GRIEVANCES? WHAT WERE THE DIFFERENCES OF THE EFFECTS BETWEEN YOUNG MEN AND YOUNG WOMEN?</b>		
<p>C1.1. La cible de départ était de former 600 jeunes sortants des mahadras au CFPM. Cet objectif a été révisé suite à l'étude du marché (juillet 2017) qui a montré l'existence d'opportunités dans le secteur de la pêche. Par ailleurs, l'étude diagnostic du CFPM mené par DegSta (30 mars 2018) a orienté le choix du projet à collaborer avec l'académie navale pour la formation d'une grande partie des jeunes.</p>	<p>Entretien OIM, Entretien avec CFPM, Entretien avec INAP M&amp;E Plan/ITT,</p>	<p>Etant donné que certaines activités du projet sont en cours et le temps entre les activités et l'évaluation, il est difficile pour l'équipe d'évaluation de se prononcer sur les effets à long terme. Le projet EMELI a formé au total 227 jeunes dont 138 (61%) femmes dans divers métiers. Ces formations ont eu quelques effets positifs sur l'employabilité des jeunes. Pour preuve, 26 étudiants dont 19 femmes ont été insérés dans le domaine de la pêche. Le choix des métiers de la pêche guidé par l'étude du marché de l'emploi et les échanges avec les acteurs a peut-être contribué à ce succès. Des initiatives sont en cours pour faciliter l'insertion des autres jeunes à travers le guichet mobile, l'engagement de la FNP. Ce qui pourrait renforcer les effets positifs du projet en termes d'insertion. Par ailleurs, les business plans développés par les étudiants de l'ISSM est un indicateur pour l'employabilité s'ils arrivent à obtenir un financement.</p>
<p>C1.2. Dans la conception initiale du projet, l'IOM avait envisagé une approche holistique et compréhensive (« Whole of beneficiary ») qui était constitué d'un ensemble d'activités : formation technique, soft/ life skills, leadership et préparation pour l'insertion dans le marché du travail. Toutes les activités devraient se dérouler au niveau de CFPM mais en cours de mise en œuvre, cette démarche n'était plus faisable du fait des capacités faibles du CFPM et des besoins du marché.</p>	<p>Cooperative agreement</p>	<p>(C1.1, C1.3, C1.4, C1.9, C1.10, C1.11, C1.18, C1.19, C1.20, C1.33, C1.34, C1.36).</p>
<p>C1.1. Le projet EMELI a révisé sa cible (qui est passé de 600 à 260 jeunes à former) suite à de la décision de l'application des sanctions. Selon les données statistiques (rapports annuels et listes fournis par l'OIM, CFPM, CQFMP, ANAPEJ, etc.), le projet EMELI à effectivement former à Nouakchott et Nouadhibou 227 jeunes issus des mahadras dans les métiers suivants :</p> <ul style="list-style-type: none"> <li>• CQFMP : Transformation artisanale, Mécanicien hors-bord et filets tournants) ; - Démarrage le 5 septembre 2018</li> <li>• ISSM : transformation semi-industrielle, nettoyage industriel ; - 10 septembre.</li> </ul>	<p>Rapports annuels, base de données et entretiens avec OIM, CFPM, ISSM, CQFMP, ITT.</p>	<p>Les formations ont permis aux jeunes d'acquérir des compétences professionnelles et personnelles. Le projet EMELI leur a donné l'opportunité d'apprendre un métier et une chance de pouvoir s'insérer dans le marché du travail. Cependant, certains manquements ont été soulevés tels que le problème de langue, le manque d'équipements, la durée de la formation, etc. (C1.3, C1.14, C1.15, C1.17, C1.26)</p>
<p>C1.3. CFPM : couture, informatique, plomberie et électricité. – Démarrage en janvier 2018.</p>		
<p>C1.4. Au total 260 étudiants se sont inscrits dont 150 femmes et 110 hommes.</p>	<p>Entretien avec CFPM, Entretien avec OIM, ITT</p>	<p>L'arrêt brusque du projet a eu des répercussions sur la mise en œuvre du projet et sur les parties prenantes. Cette contrainte a poussé les acteurs du projet à réviser le plan d'action et faire des réaménagements budgétaires. Certaines activités telles que la réhabilitation, l'équipement</p>
<p>C1.5. Le projet n'a pas atteint la cible des 260 en raison des désistements : 6 étudiants avant le début des formations, 28 étudiants pendant la formation et 11 jeunes ont abandonnés pendant le stage pratique. Le projet a enregistré un taux de d'achèvement (216/261) de 82,75%.</p>	<p>Entretiens avec l'administration et les étudiants, du CQFMP, Données statistiques du projet, les rapports annuels.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>C1.6. Le centre de qualification et de formation aux métiers de la pêche (CQFMP) de Nouakchott a formé au total 134 étudiants. 84 femmes en transformation artisanale (Plus un homme), 20 hommes en mécanique hors-bord, 29 hommes en filet tournant. La formation en transformation artisanale a duré 3 mois (1 mois de formation théorique et 2 mois de stage. Les formations en mécanique hors-bord et filet tournant ont duré 5 mois (1 mois de formation de base, 2 mois de formation théorique et 2 mois de stage).</p>	<p>Entretiens avec l'administration et les étudiants, du CQFMP, Données statistiques du projet, les rapports annuels, ITT</p>	<p>du CFPM, ou encore les financements des incubations ont été retirées du plan d'action. Le projet n'atteint que 36% de la cible initiale qui était visée (600) ne sera pas atteinte. Certains modules ne seront pas déroulés dans le cadre du projet. (C1.3, C1.35, C1.38, C1.39, C1.40).</p>
<p>C1.7. Le CQFMP a enregistré 37 abandons au total dont 6 avant le démarrage de la formation 20 pendant la formation et 11 pendant le stage. Les raisons évoquées par les étudiants interrogés (3) par l'équipe sont les suivantes : « la formation n'était pas intéressante », abandons pour des raisons de maladie (maladie de sa mère) et la dernière pour des raisons de sécurité (elle terminait tard le soir ce qui l'a poussé à abandonner après un mois de formation).</p>	<p>Entretiens avec l'administration et les étudiants (qui ont abandonnés), du CQFMP, Données statistiques du projet, les rapports annuels.</p>	<p>La formation en développement personnel est l'une des réussites du projet EMELI. Elle pourrait servir de modèles pour les autres projets intervenant dans le domaine de la formation professionnelle. Cette formation a réveillé l'enthousiasme, l'engouement et leurs capacités de prise de décision des jeunes. Les jeunes formés ont développé des capacités telles que la confiance en soi, expression en public. Certains ont réussi à mettre en œuvre leur projet professionnel. Cette expérience est considérée comme une innovation par les centres de formation concernés. (C1.21, C1.22, C1.23, C1.24, C1.25, C1.27, C1.32).</p>
<p>C1.8. L'équipe du projet EMELI a fait des interventions pour récupérer 5 étudiantes qui ont abandonnées (pendant le stage) parce que les stages se faisaient le soir. L'équipe a réussi à les intégrer dans des entreprises où les stages se faisaient pendant la journée.</p>	<p>Entretiens avec OIM, Entretiens avec les étudiante/abandonnés.</p>	<p>Le projet EMELI a connu des abandons de la part de certains étudiants pour des raisons en majorité non liées au projet. L'équipe du projet a fait des efforts pour récupérer certains parmi eux en leur proposant des alternatives qui leur conviennent. (C1.5, C1.7, C1.8, C1.12, C1).</p>
<p>C1.9. Au niveau de l'ISSM à Nouadhibou, il y avait deux spécialistes : le nettoyage industriel et la transformation semi-industrielle. Le projet EMELI a formé au total 41 jeunes. Aucun abandon n'a été enregistré.</p>	<p>Entretien avec l'administration ISSM, ANAPEJ Nouadhibou, Entretien avec les étudiants, Entretien avec OIM, Données du projet, ITT.</p>	<p>Le projet a connu des difficultés de mise en œuvre liées à la lourdeur administrative, le changement périodique du personnel (niveau du projet EMELI), les postes vacants. Toutes ces contraintes ont entraîné des retards dans la mise en œuvre des activités du projet. Les premières formations ont débuté plus d'une année et demi après la signature de l'accord de coopération. (C1.37).</p>
<p>C1.10. Les étudiants de l'ISSM (Nouadhibou) se sont repartis en groupe pour développer des business plans. Au total, 5 business plans ont été élaborés en vue de bénéficier d'un financement pour la création d'une PME comme promis au démarrage du projet. Les entretiens avec les étudiants et l'administration de l'ISSM ont montré qu'ils avaient tous fondé leur espoir sur cette composante du projet (création de PME).</p>	<p>Entretiens avec l'administration, ISSM, FG avec les étudiants, ITT, ANAPEJ.</p>	<p>Une composante importante du projet était l'animation du CCEJ confiée à une organisation de la société civile (AGD) pour adresser les griefs sociaux des jeunes des quartiers périphériques. Ce travail a été réalisé à travers des activités de renforcement de capacités (formation sur la vie associative, montage de projet, développement professionnel, citoyenneté, entrepreneuriat), des activités de grande envergure. Ces activités devraient en principe bénéficier aux étudiants des deux centres de formation</p>
<p>C1.11. Le CFPM a formé 52/60 étudiants ciblés dans 4 métiers : la couture (15 femmes), l'information (14 femmes), l'électricité (10 dont 1 femme), la plomberie (13 dont 4 femmes).</p>	<p>Entretien avec CFPM (Administration et étudiants), ITT.</p>	
<p>C1.12. L'ambition au démarrage du projet était de former 60 étudiants au CFPM. Cette cible n'a pas été atteinte à cause des désistements : sept (7) hommes et une femme. Le nombre d'abandons par spécialité se présente comme suit :</p> <ul style="list-style-type: none"> <li>• Electricité (4) ;</li> <li>• Plomberie (3) ;</li> <li>• Informatique (1).</li> </ul>	<p>Entretien avec CFPM, Entretien avec OIM, ITT, entretiens avec les étudiants qui ont abandonnés.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>CI.12. Les raisons évoquées par les jeunes interrogés (6) sont diverses : indisponibilité, voyage, réussite à un concours de police (2) et problèmes de santé (2).</p>		<p>conformément à l'application de l'approche holistique (tel que défini dans l'accord de coopération). Malgré les efforts de l'équipe du projet, il est difficile pour l'équipe d'évaluation d'affirmer avec certitude que cela a été le cas pour une bonne partie des étudiants. (CI.2, CI.28, CI.29, CI.30, CI.31).</p>
<p>CI.13. L'entretien avec un formateur en développement personnel et trois jeunes du CFMP formés au métier de la plomberie ont affirmé que 3 jeunes ont pu être insérés : 2 travaillent au niveau de l'hôtel XXX et le troisième a créé sa propre entreprise.</p>		
<p>CI.14. La majorité des jeunes interrogés et les acteurs au niveau des centres de formation ont apprécié les formations professionnelles (Modules de formation, qualité de la formation). Selon ces jeunes qui n'avaient ni opportunités ni formations, cette occasion leur a permis d'avoir des capacités et des compétences professionnelles dans les différentes spécialités proposées.</p>	<p>Entretien OIM, FG Etudiants, USAID, ANAPEJ, ISSM, CQFMP, CFPM.</p>	
<p>CI.15. Selon les résultats du questionnaire, 100% des étudiants enquêtés (n=110) ont déclaré qu'ils ont changé en tant que personne à la suite des formations reçues dans le cadre du projet. 97,9% des répondants ont affirmé « améliorer leur personne ».</p>	<p>Résultats du questionnaire élaboré par l'équipe d'évaluation.</p>	
<p>CI.16. Selon les résultats du questionnaire, 34,8% ont affirmé être plus organisés, 29% plus débrouillard, et 23, 2% ont déclaré avoir une meilleure vie sociale. 41,2% des femmes enquêtés ont affirmé être plus organisées après les formations professionnelles contre 30% des hommes. 40% des hommes ont déclaré être plus débrouillard contre 13,8% des femmes.</p>		
<p>CI.17. La quasi-totalité des étudiants ayant participé aux FG, les formateurs (CFPM, CQFMP) interrogés ont évoqué un certain nombre de manquements liés aux formations professionnelles tels que la durée de la formation qu'ils jugent très courte, le manque d'équipements, de supports pédagogique ou didactiques et le problème de langue, etc.</p>	<p>Entretien avec ISSM, Entretien CQFMP, Entretien CFPM.</p>	
<p>CI.18. A ce jour, 12/52 étudiants (Plomberie) du CFPM ont terminé leur stage. La direction du CFPM a envoyé des lettres de demande de stage à plusieurs structures et est en attente des réponses.</p>	<p>Entretien avec OIM, Entretien avec l'administration du CFPM, FG avec les étudiants/</p>	
<p>CI.19. 18 étudiants (toutes des femmes) sur 134 étudiants qui ont fini la formation pratique au niveau de CQFMP sont en stage de pré-emploi dans les sociétés suivantes ; Octopus (2), Mauripesca (3), LORPEX (4), CPM (3), ITP (3) et Complexe frigorifique (3).</p>	<p>Entretien avec l'administration CQFMP, Entretien avec CPM, LORPEX, Mauripesca, complexe Frigorifique.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>CI.20. 8 étudiants (dont une femme) sur 41 étudiants qui ont la formation pratique au niveau de l'ISSM sont en stage de pré-emploi dans les sociétés suivantes : Excellence (2), Star Fish (2), Arega Fricot (2), Hong Dong (1) et SOPAC (1)</p>	<p>Entretien avec l'administration de l'ISSM, Entretien avec Excellence Fish, Hong Dong/SOPAC, Star Fish.</p>	
<p>CI.21. Au-delà de ces formations professionnelles, les étudiants ont suivi des formations en développement personnel en vue de renforcer leurs compétences en leadership, la pensée critique et créative, la prise de décision prosociale et les compétences personnelles et sociales (Comportementales) liée au comportement professionnel (life et soft skills) etc. La formation a duré 10 jours ouvrables.</p>	<p>Entretien avec l'ISSM, Entretien avec le consultant qui a développé les modules, FG avec les étudiants, Entretien avec ISSM, CQFMP, CFPM, Entretien avec OIM, rapports annuels, documents de formation.</p>	
<p>CI.22. Un consultant international qui a beaucoup travaillé en Mauritanie s'est chargé d'élaborer les modules et former 17 formateurs en développement personnel et 8 conseillers en emploi.</p>	<p>Entretien avec OIM, entretien avec le consultant, rapports annuels, documents de formation, ITT.</p>	
<p>CI.23. Le FG avec les formateurs qui ont suivi la formation des formateurs en développement personnel a montré que la formation a été bien appréciée.</p>	<p>Focus group avec les formateurs.</p>	
<p>CI.24. Selon les FG les jeunes, les formations en développement personnel étaient bien appréciées par tous les acteurs interrogés (146 dont 101 femmes). Ce constat a été confirmé par le FG avec les formateurs en développement professionnel et par la quasi-totalité des acteurs. Ce volet constitue pour eux une innovation dans le cadre du projet. Avant le projet EMELI, les centres ne faisaient pas de formation en développement personnel.</p>	<p>Focus groupes jeunes (CFQMP, CFPM, ISSM), FG les formateurs en développement personnel.</p>	
<p>CI.25. Les formateurs ont déclaré que les étudiants démontrent un engouement pour les formations en développement personnel. Les jeunes étaient toujours présents aux séances. Il n'y a pas d'absence sauf en cas de force majeure.</p>	<p>Focus group avec les formateurs, Entretien avec OIM (questionnaire de satisfaction)</p>	
<p>CI.26. Les formateurs ont souligné quelques faiblesses au cours de la formation des formateurs. Selon eux, la traduction des documents de formation destinés aux jeunes n'étaient pas très fidèles. Seul eux, ce travail mérite d'être amélioré.</p>	<p>Focus group avec les formateurs</p>	
<p>CI.27. Selon les entretiens et les focus group avec les étudiants, les formateurs, l'administration des centres, l'équipe de l'OIM, etc., les formations en développement personnel ont eu des effets positifs sur les étudiants. Certains jeunes sont devenus plus entreprenants. Certaines jeunes se sont regroupées en association en vue de dérouler des activités. Au niveau de Nouadhibou par exemple, les jeunes formés en nettoyage industriel se sont regroupés en association et ont réalisé des actions sociales (nettoyage de l'hôpital, de la mosquée). Au niveau du CQFMP, deux associations de jeunes filles ont vu le</p>	<p>Entretien avec les formateurs, entretien avec l'administration et les étudiants CQFMP, ISSM, CFPM,</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>jour et interviennent sur l'engagement civique : « L'avenir et l'espoir des jeunes » et « Entrepreneuriat et compétence de vie ».</p>		
<p>CI.28. Le projet EMELI a commandité la cartographie des OSC. Ce travail avait pour objectif de les identifier d'une part et d'autre part aussi de recueillir leurs besoins en vue de les prendre en compte dans l'animateur du CCEJ. C'est à la suite de ce travail qu'un appel a été lancé pour la sélection d'une association pour l'animation du CCEJ. C'est à la suite de cela qu'Association des Gestionnaires pour le Développement (AGD) a été sélectionné.</p>	<p>Entretien avec AGD, IOM, Présidente d'un incubateur.</p>	
<p>CI.29. AGD était en charge de l'animation du CCEJ. Les activités ont démarré en octobre 2018. Ils ont mené des activités culturelles et sportives (Concerts, matchs de football, matchs de basketball, etc.), des formations. Ils ont formé au total 100 jeunes en développement personnel des quartiers péri-urbains et plus de 100 jeunes dans les domaines : vie associative, montage de projet, citoyenneté, entrepreneuriat, art plastique.</p>	<p>Entretien avec OIM, AGD, FG avec les jeunes du CCEJ.</p>	
<p>CI.30. AGD a été en charge d'une partie de la formation des jeunes de CQFMP en développement professionnel.</p>	<p>FG avec les formateurs, Entretien avec AGD, OIM.</p>	
<p>CI.31. Pour permettre aux jeunes du CQFMP et du CFPM (qui sont dans des localités éloignées par rapport au CCEJ) à participer dans les activités de grande envergure organisées au niveau de Sebkh, le projet a mis à la disposition des étudiants des voitures pour rallier le CCEJ.</p>	<p>Entretien avec OIM.</p>	
<p>CI.32. Les FG avec les jeunes du CCEJ de Sebkh ont indiqué certains changements sur leur développement personnels : ils se sentent plus confiants, capables de s'exprimer en public et de prendre des initiatives personnelles. Ex : 3 jeunes formés par le projet au niveau CCEJ de Sebkh ont développé ou renforcé leurs projets. Exemple : Association SASA Création (ramassage d'ordures), Restaurant.</p>	<p>FG avec les jeunes du CCEJ de Sebkh, rapports du projet.</p>	
<p>CI.33. Une lettre qui a pour objet « Recommandation pour des emplois » a été envoyé par l'OIM à la Fédération Nationale des Pêcheurs (FNP) pour l'insertion des jeunes du projet. Selon l'ANAPEJ, l'UNPM, l'académie navale, cette lettre indique un engagement officiel de la part de la FNP.</p>	<p>Lettre de l'OIM adressée au président de la FNP le 29 novembre 2018, Entretien avec OIM, ANAPEJ, UNPM, Académie navale.</p>	
<p>CI.34. Selon l'entretien avec la zone franche ont révélé que cette institution est en train d'encourager les entreprises agréées à la zone franche à recruter les étudiants du projet.</p>	<p>Entretien avec Zone franche.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>CI.35. D'après les FG, la plupart des étudiants se sont engagés dans le projet EMELI suite aux promesses faites en termes d'insertion ou de financements pour leurs projets (PME). L'arrêt brusque et le non aboutissement des activités ont créé des frustrations chez la quasi-totalité des parties prenantes. A titre d'exemple : le CFPM qui s'attendait aux équipements et à la réhabilitation des locaux et les étudiants qui attendaient les financements pour les PME/AGR.</p>	<p>FG avec les étudiants, Entretien avec CFPM, CQFMP, ISSM, USAID, OIM, ANAPEJ, MJS, MFPTEMA.</p>	
<p>CI.36. Le projet a créé deux "Guichet Mobile" qui avait pour mission de suivre et d'aider à l'insertion des jeunes : l'un à Nouadhibou et l'autre à Nouakchott. A Nouadhibou, les activités du guichet mobile n'ont pas encore démarré. Celui de Nouakchott a été inauguré le jeudi 9 mai 2019 et est logé au niveau du CFPM.</p>	<p>FGD OIM, ANAPEJ</p>	
<p>CI.37. Le projet a connu des retards dans la mise en œuvre de certaines activités. Les raisons citées pour ces retards comprennent la lourdeur administrative, le changement périodique du personnel (chef du projet) et les postes vacants. L'accord de coopération a été signé en 29 décembre 2016 et Les premières formations ont démarré en septembre 2018.</p>	<p>KIs Chef de missions, FG OIM ; Documentation du projet (rapports trimestriel et annuel).</p>	
<p>CI.38. Le projet EMELI avec le concours de l'INAP a développé 12 modules de formation pour le CFPM. Seulement 4 modules ont été dispensés du fait des retards, la non mise à disposition fonds pour la réhabilitation et les équipements. Les autres modules étaient censés être organisés pour les prochaines cohortes. Avec la sanction, ces modules ne seront pas mis en œuvre : Diagnostic des pannes, opérateur d'entretien, Energie renouvelable ; plâtrier professionnel, peintre professionnel des bâtiments, carreleur professionnel, ferrailleur, broderie, teinture, kinésithérapie, secrétariat médical.</p>	<p>Entretien avec INAP, Entretien avec CFPM, documents sur les modules de formation</p>	
<p>CI.39. Le projet EMELI a commencé à discuter avec APROMI pour examiner les pistes de collaboration en vue du financement des projets des étudiants. APROMI a fait une proposition qui est resté sans suite à cause de la sanction.</p>	<p>Entretien avec OIM, Entretien avec APROMI.</p>	
<p>CI.40. Dans le même esprit, OIM a entamé des discussions avec des incubateurs et l'ONG « Je m'engage » pour appuyer le volet création d'entreprises. Cette démarche est aussi restée sans suite pour les mêmes raisons.</p>	<p>Entretien avec OIM, Entretien avec Incubateur et l'ONG « Je m'engage ».</p>	
<p>CI.41. Certains interrogés formateurs ne se sentaient pas consultés par leurs administrations. Exemple : Les formateurs étaient censés dérouler des formations d'une durée normale de 6 mois sur 3 mois.</p>	<p>FG et entretiens avec les formateurs du CQFMP.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<b>EQ 2. HOW HAS THE ACTIVITY CONTRIBUTED TO MAKING YOUNG MEN AND WOMEN LESS VULNERABLE TO RECRUITMENT BY VIOLENT EXTREMIST ORGANIZATIONS?</b>		
<p><b>C2.1.</b> The Cooperative agreement proposes that it will “directly target disaffected youth from Mahadras who are most vulnerable to extremist ideology” (p. 15) and that the “Mahadras graduates who are marginalized and vulnerable to engaging in violent extremist activities” (Annex B, p. 1) are the main audience of the project. (Mahadras are Koranic schools.) The Cooperative agreement also cites the USAID study’s findings of Mahadras graduates that were “particularly vulnerable to extremist propagandizing” (p. 19).</p>	<p>Cooperative Agreement</p>	<p>Contrary to the Cooperative Agreement’s targeting, not all vocational education students have spent a significant amount of time in mahadras. Perhaps more significantly, fieldwork revealed a confusion regarding the concept “sortant de mahadras.” (C2.1, C2.2, C2.3, C2.4, C2.5, C2.6)</p>
<p><b>C2.2.</b> The Cooperative agreement refers to the CFPM as the “INAP vocational center for Mahadras graduates” (p. 25, 28, 29, 58).</p>	<p>Cooperative Agreement</p>	<p>There is not a common understanding of which groups are most vulnerable to VE recruitment or a willingness to offer resources based on ethnic identity (C3.10, C3.11, C3.12, C3.13).</p>
<p><b>C2.3.</b> Le rapport baseline du projet identifie que “Le projet EMELI cible donc les jeunes Mauritaniens (15 à 25 ans) diplômés du Mahadra. Ce groupe spécifique est souvent confronté à un risque de chômage plus élevé, associé à un manque de possibilités de trouver et de conserver un travail décent.” (p. 5).</p>	<p>Rapport baseline</p>	<p>Identification of risk areas within Nouakchott (VE hot spots) was not rigorous. (C3.14, C3.15, C3.16).</p>
<p><b>C2.4.</b> Interviews and focus groups with young people revealed that not all EMELI beneficiaries have spent a significant amount of time in the mahadras.</p>	<p>FGD jeunes (CFPM, CQFMP)</p>	<p>There is not a common understanding of risk areas in the country (VE hot spots). (C3.17, C3.18, C3.19, C3.20).</p>
<p><b>C2.5.</b> When asked what “sortant de mahadras” means in practice, respondents commented that someone with a mahadras diploma would be highly sought after and would not need the sort of training offered within the EMELI project.</p>	<p>Interviews, G5Sahel Cellrad Coordinator and World Bank 2</p>	<p>Some stakeholders do not embrace the need for targeting. (C3.21, C3.22, C3.23, C3.24)</p>
<p><b>C2.6.</b> Data from the evaluation survey shows that 73.6% of EMELI students spent five years or less in a mahadra, with 32.7% having spent 3-5 years, 20.9% having spent two years and 20% having spent one year or less.</p>	<p>Evaluation survey</p>	<p>EMELI was unable to provide a “whole of beneficiary” approach as proposed in the Cooperative Agreement. (C3.25, C3.26)</p>
<p><b>C2.7.</b> There are more female than male participants in the EMELI project which conflicts with research on VE recruitment that identifies men as being more vulnerable. According to a key participant in the G5Sahel network, while females have a key role to play within VE organizations in other African countries, the role of women in the Sahel is limited to being the mothers of those radicalized.</p>	<p>Interview, G5Sahel</p>	<p>The abrupt closure of the project due to sanctions has limited the impact of the project. (C3.27)</p> <p>While OIM has traction in the field of CVE, relevant expert support has been inconsistent throughout the project. (C3.28, C3.29, C3.30, C3.31)</p>
<p><b>C2.1.</b> Student selection at the Naval Academy was based on the following criteria (as documented in the project’s baseline report):</p>	<p>Baseline report, as confirmed by Interview CFPM (Chargé d’ateliers); Entretien OIM</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<ul style="list-style-type: none"> <li>• Etre âgé de 18 à 30 ans au moment du recrutement pour participer à la formation de l'Académie Navale,</li> <li>• Etre de nationalité mauritanienne,</li> <li>• Avoir un certificat du Cheick de la Mahadra reconnue par la RABITA attestant le niveau de l'étudiant au sein de la Mahadra.</li> <li>• Avoir une bonne condition physique et être en bonne santé (les étudiants qui seront sélectionnés par le CFPM feront un test d'aptitude attesté par le médecin de l'Académie Navale avant d'être sélectionné pour la formation).</li> </ul>		
<p>Student selection at the CFPM was based on the following criteria (as documented in the project's baseline report):</p>		
<ul style="list-style-type: none"> <li>• Etre âgé de 18 à 35 ans au moment du recrutement</li> <li>• Etre de nationalité Mauritanienne</li> <li>• Avoir un certificat du Cheick de la Mahadra reconnue par la RABITA attestant le niveau de l'étudiant au sein de la Mahadra.</li> <li>• Avoir une attestation de formation technique</li> <li>• Fiche d'identification et d'information sur le candidat qui est récupérable à partir des sites de l'ANAPEJ et du CFPM ou dans les locaux des deux institutions</li> </ul>		
<p>C2.8. Priorité aux sortants du CFPM ayant déjà bénéficié de certaines formations</p>		
<p>C2.9. Students were selected from the following neighborhoods: DarNaim, Ryad, Teyarett, Arafat, Toujounine, Sebkhya, Elmina, Tevrag Zeina</p>	<p>Baseline report, as confirmed by Interview CFPM (Chargé d'ateliers); Entretien OIM</p>	
<p>C2.10. The USAID CVE assessment identifies the haratine group, especially from rural areas, as the most vulnerable to VE recruitment.</p>	<p>USAID CVE Assessment (2016)</p>	
<p>C2.11. However, according to one widely cited case, out of seventy arrested persons, bidane accounted for nearly 75 percent while haratine and Afro-Mauritians made up 17 percent and 9 percent respectively.</p>	<p>Carnegie Report (2019)</p>	
<p>C2.12. EMELI staff wanted to study the profile of those held on terrorism charges, but were unable to work in the prisons.</p>	<p>Interview with Interim Project Director</p>	
<p>C2.13. Moreover, there are sensitivities around ethnic groups and a decision was made to offer resources to all groups and not to collect information on ethnicity.</p>	<p>Interview with USAID</p>	



## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>C2.14. There was a lack of studies and data for identifying which zones in Nouakchott were the most vulnerable, so EMELI staff held two meetings with the focal point in the Ministry of Islamic Affairs and the heads of ulamas, who identified 7 neighborhoods as most vulnerable (but two neighborhoods were dropped), leaving Arafat, Riyad, Dar Naim, Sebkhah, El Mina, Tayarette. These neighborhoods were identified for both push and pull factors--abject poverty in some cases, influencers like imams in others, and places that had been rumored to be associated with AQ and IS.</p>	<p>Interviews with IOM staff and Interim Project Director</p>	
<p>C2.15. The choice of neighborhoods was also made by Mauritanie 2000, an NGO that was contracted to do the publicity and recruit students within various neighborhoods. The director based her decisions about where to target their efforts on "observations that she has made."</p>	<p>Interview with Mauritanie 2000</p>	
<p>C2.16. The CO-RIM project, by contrast, has undertaken in-depth ethnographic studies of neighborhoods in Nouakchott.</p>	<p>Interview with CO-RIM</p>	
<p>C2.17. USAID's 2016 CVE assessment identified the mahadras of Trarza, Nouakchott and Hodh Ech Chargui (Nema) as vulnerable to extremist propagandizing. Boutilimit, in the Trarza region, is often cited as an area of particular concern, one that attracts radical preachers, including politicized second-generation European Muslims influenced by global trends.</p>	<p>2016 USAID CVE Assessment</p>	
<p>C2.18. According to key personnel associated with the SADAQA project, the Ministry of Islamic Affairs considered Nouakchott, Assaba, Hodh El Gharbi, and Hodh Ech Chargui to be the VE hot spots, only two of which overlap with the USAID assessment.</p>	<p>Interview, Chemonics (SADAQA)</p>	
<p>C2.19. The EU <i>Prevention de conflits et promotion de dialogue interculturel</i> project focuses on the border area with Mali.</p>	<p>Interview with first EU group</p>	
<p>C2.20. CO-RIM focuses on Kaedi (in Gorgol) and Atar (in Adrar), which do not overlap with the USAID assessment, as well as 4 neighborhoods in Nouakchott. The evaluation team has asked for additional information.</p>	<p>CO-RIM interview</p>	
<p>C2.21. The director of CFPM wanted to hand pick people, not stick with the neighborhoods identified by EMELI. They were accustomed to selecting their own beneficiaries.</p>	<p>Interviews with Interim Project Director and CFPM</p>	
<p>C2.22. One additional student was selected for participation in order to allow a margin in case of dropout. This individual had a Masters degree.</p>	<p>Interview with ISSM Director</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
C2.23. One stakeholder stressed the need for an inclusive approach and not to focus on hot zones near Mali as there could be various areas that spring up.	P4P interview	
C2.24. Another stakeholder stressed that issues of VE are not static. Given the nomadic culture, people may migrate to another area and the VE hotspots can move.	Interview with Embassy	
C2.25. The youth center was located in Sebkha and drew in different beneficiaries than the training centers.	Review of beneficiary data	
C2.26. Sebkha was chosen for the youth center as it was on the list of at-risk neighborhoods, but it also contains all three ethnic groups in Nouakchott -- Maures, Pulaars, and Soninkés – and so was a central spot where people from different groups could come together.	Interviews with IO staff and Former Program Officer (OIM)	
C2.27. The project trained fewer participants than proposed – 216 instead of 600 originally targeted.	EMELI data	
C2.2. Among the project directors, the interim project director in-country between July and October 2018 has a background in CVE.	Interview, Interim Project Director	
C2.28.		
C2.3. The project benefited from periodic assistance from the Senior Regional Emergency and Post-Crisis Specialist based in Dakar, who, although a generalist, has some knowledge in PVE. The Specialist was familiar with the project and had visited the activity once during its lifetime.	Interview, Senior Regional Emergency and Post-Crisis Specialist	
C2.29.		
C2.4. OIM had planned to hire a consultant for a three-week project to review EMELI's M&E framework, the theory of change and lessons learned related to PVE. While an individual had been contracted, due to sanctions the person was not hired.	TRD, Interview OIM	
C2.30.		
C2.31. OIM is in the process of finalizing recent versions of position papers. Discussions with IOM indicate that OIM has been actively engaging in PVE and CVE efforts since 2015.	Interview, Chief of Mission	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<b>EQ. 3. I WHAT ARE THE STRENGTHS AND WEAKNESSES OF THE ACTIVITY'S MANAGEMENT STRUCTURE, INCLUDING PARTNERSHIPS WITH THE IMPLEMENTING PARTNER, FOUR MINISTRIES, STEERING COMMITTEE, TECHNICAL COMMITTEE AND CIVIL SOCIETY ORGANIZATIONS, IN TERMS OF SUPPORTING THE IMPLEMENTATION OF THE ACTIVITY?</b>		
<p>C3.1. USAID a signé un accord de coopération avec OIM pour la mise en œuvre du projet EMELI le 29 décembre 2016. Le projet EMELI a impliqué les principaux acteurs suivants :</p> <ul style="list-style-type: none"> <li>- Le Ministère de la Jeunesse et des Sports à travers sa Direction de la Jeunesse, et son inspection départemental au Sebkhia ;</li> <li>- Le Ministère des Affaires Islamiques ;</li> <li>- Le Ministère de la Fonction Publique, de l'Emploi et de la Modernisation de l'Administration à travers l'ANAPEJ ;</li> <li>- Le Ministère des Finances ;</li> <li>- Les centres de formation (CFPM, Académie Navale : ISSM et CQFMP) ;</li> </ul> <p>C3.1. L'Organisation de la Société civile (AGD).</p>	<p>Rapports annuels, Séance d'analyse sur la structure de gestion du projet, Entretiens avec les membres du COPIN.</p>	<p>Le projet EMELI a développé des partenariats avec une multitude d'acteurs y compris les ministères. Toutes les parties prenantes ont appréciées cette approche d'impliquer le gouvernement Mauritanien dans le projet. Il a créé un comité de pilotage dont la vision était de faciliter la concertation entre les ministères. Cependant, les actions de ce comité se sont limitées à la convocation des réunions et à la validation des plans d'action. La mise en place du COPIN s'est faite 10 mois après la signature de l'accord de coopération. (C3.1, C3.2, C3.3, C3.4, C3.7, C3.11, C3.19, C3.22).</p>
<p>C3.2. L'entretien avec la direction de la professionnelle a montré qu'elle n'était pas impliquée dans le projet. Ceci a été confirmé à travers l'entretien avec l'OIM et l'USAID. L'entretien avec l'OIM a confirmé le choix de ne pas collaborer avec la direction de la formation professionnelle car elle intervient sur les questions administration tandis que l'INAP sur les questions techniques.</p>	<p>Entretien Direction de la formation professionnelle ; Séance d'analyse sur la structure de gestion du projet, Arrêté 0867 du 16 octobre portant création du COPIN.</p>	<p>Le COPIN a été appuyé dans sa mission par le comité technique chargé de faire le suivi des activités du projet. Ce comité n'implique pas les acteurs censés dérouler la mise en œuvre des activités de EMELI. Cependant, la majeure partie des membres du comité était aussi membre du COPIN. (C3.13, C3.24).</p>
<p>C3.2. Le projet a mis en place des structures de gestion pour la mise en œuvre du projet :</p> <ul style="list-style-type: none"> <li>- Un comité de pilotage chargé de la supervision généralement du projet, de valider le plan d'action et les allocations budgétaires et vérifier la conformité du projet avec les objectifs et les stratégies du gouvernement. Ce comité était présidé par le Directeur de l'Emploi. Il est actuellement présidé par le Ministère de la Fonction Publique et qui réunit tous les 6 mois.</li> <li>- Un comité technique qui se réunit tous les 3 mois et qui fait un suivi rapproché de la mise en œuvre des activités ;</li> <li>- Un comité de Suivi et d'insertion présidé par le Préfet de Nouadhibou.</li> </ul> <p>C3.3. Un comité de gestion et d'orientation du CCEJ.</p>	<p>Arrêté 0867 du 16 octobre portant création du COPIN Entretien avec OIM Entretien avec le préfet, ANAPEJ, Zone Franche. Entretien avec AGD, Inspection Départementale. (Q1 - 18 Quarterly report, p. 3)</p>	<p>L'USAID n'a pas mis en application tous les articles du décret portant création du COPIN plus particulièrement l'application des jetons de présence. Il était prévu de faire un avenant à ce décret avec le changement du ministère et d'enlever l'article sur les jetons de présence. (C3.6, C3.25).</p> <p>Plusieurs facteurs ont limité l'efficacité du comité de pilotage y compris les changements au niveau des ministères, les retards dans la mise en place du comité lui-même, l'ambiance tendue entre les membres selon certains acteurs enquêtés. L'équipe du projet a fourni beaucoup d'efforts pour gérer le COPIN. Ces efforts auraient être investis dans la réalisation des activités. (C3.5, C3.6, C3.8, C3.9, C3.12).</p>
<p>C3.3. Le comité de pilotage (COPIN) mis en place en octobre 2017 était composé des acteurs suivants : DG de l'emploi (MEFPTIC), Chargé de Mission (MEFPTIC), Chargé de Mission (MEF), Conseiller (MJS), Membre du Bureau Exécutif du HCJ, Directeur (INAP-FTP), DG (ANAPEJ), Directeur (CFPM), DG (MJS), Directeur (Institut Supérieur de la Jeunesse et des</p>	<p>Arrêté 0867 du 16 octobre portant création du COPIN</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>Sports), SG (UNPM), Chef de Service (MAIEO), Représentant de l'USAID, Chef de Mission de l'OIM et Chef du Projet EMELI.</p> <p>C3.4.</p>		<p>A part les difficultés externes, projet EMELI a souffert des problèmes liés à la structure interne de l'OIM. Le projet a connu une rotation de 4 chefs de projets dans une durée. A titre d'illustration, le faible taux d'absorption des fonds dû au retard dans la mise en œuvre a entraîné le besoin d'élaborer un plan de rattrapage. (C3.20, C3.24).</p>
<p>C3.4. Ministerial changes:            "On October 30, 2018, a ministerial reshuffle occurred, with following changes in relation to the EMELI project:</p> <ul style="list-style-type: none"> <li>- The Ministry of Employment, Vocational Training and Technologies of Information and Communication (MEVTTIC) became the Ministry of Public Administration, Employment, Work, and of the Modernization of the Administration</li> <li>- The Ministry of Education was reshuffled to become the Ministry of Education and Vocational Training</li> <li>- The portfolio of the Ministry of Youth and Sports remained unchanged, but a new Minister was appointed – Mrs Djinda Ball</li> </ul> <p>C3.5. Regarding the agencies and institutes, partners of EMELI, NAPYE remained under the Ministry of Public Administration, Employment, Work, and of the Modernization of the Administration, while NIPTVT was transferred to the Ministry of Education and Vocational Training. « (p. 9)</p>	<p>Q1-2019 Quarterly report</p>	<p>En plus des deux comités mentionnés plus haut, le projet EMELI a mis en place d'autres organes de gestion dont l'un pour le CCEJ et l'autre pour faire le suivi de l'insertion des jeunes de Nouadhibou. Ces comités faisaient le pont entre le projet et les autorités locales et administratives. (C3.14, C3.15, C3.16, C3.17, C3.18, C3.21)</p>
<p>C3.6. Suite aux changements, l'arrêté portant création du COPIN devrait être modifié. L'avenant n'a pas été partagé avec l'OIM.</p>	<p>Entretien avec OIM</p>	
<p>C3.7. Selon les entretiens avec les membres du COPIN, avec l'USAID, et la cheffe adjointe de la mission, l'implication du gouvernement à travers les différents ministères constituent une force pour le projet EMELI. C'est une démarche qui a été saluée par toutes les parties prenantes impliquées.</p>	<p>Entretien avec les membres du COPIN, USAID, OIM.</p>	
<p>C3.8. La mise en place du comité de pilotage a pris beaucoup de temps. L'USAID et l'OIM ont dû user de plusieurs stratégies pour accélérer la mettre en place de ce comité. Cela a eu comme conséquence des retards sur le lancement du projet et le démarrage effectif des activités. La première réunion du comité de pilotage s'est tenue le 8 décembre 2017 et le lancement des activités a eu lieu le 6 février 2018 en présence des représentants du gouvernement.</p>	<p>Entretien avec OIM/ 8 décembre 2017 rapport annuel, Séance d'analyse des structures.</p>	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
C3.9. Les entretiens avec les différents membres du COPIN et l'ancien chef de mission de l'OIM ont montré que le changement de personnel au niveau des ministères a constitué un défi pour le projet. Dans le sens où il a entraîné des retards sur la mise en œuvre des activités.	Entretien avec OIM, Séance d'analyse des structures, Entretien avec ANAPEJ, Entretien avec le Ministère de la Jeunesse et des Sports,	
C3.10. Selon les entretiens avec l'USAID et l'OIM, le COPIN n'a pas pleinement profité de la mission qui lui était assigné. Il a limité ses interventions à la validation des plans d'actions.	Entretien avec OIM, USAID, Séance d'analyse des structures	
C3.11. La deuxième réunion du COPIN s'est réunie une deuxième fois le 5 juillet 2018 afin de revoir le plan d'action et discuter des opportunités et défis pour le projet. Le COPIN a validé le plan d'action.	Rapports, entretien avec OIM	
C3.12. Les entretiens avec certains membres du COPIN ont révélé l'existence d'une ambiance tendue lors des réunions. Cet avis n'est pas partagé par d'autres acteurs interrogés. (UNPM)	Entretien avec OIM (Chef de projet Intérimaire), USAID, MJS.	
C3.13. Les entretiens avec l'OIM et le Ministère de la Jeunesse ont révélé que la composition du comité technique est une faiblesse du projet. Il aurait souhaité que ce comité soit constitué uniquement des acteurs impliqués dans la mise en œuvre des activités.	Entretien avec OIM, MJS	
C3.14. Le Comité technique et d'orientation du CCEJ est composé de l'OIM, USAID, AGD et l'inspection départementale. Il est en charge de la validation du Plan d'action.	2 <sup>nd</sup> annual report, Q1 2018 report	
C3.15. Les entretiens avec les cadres du Ministère de la Jeunesse et des Sports ont révélé leur non implication dans l'élaboration des plans d'actions pour les activités du CCEJ. Ils considèrent cela comme une faiblesse du projet.	Entretien avec MJS, Inspection de la jeunesse de Sebkh.	
C3.16. Par ailleurs, les entretiens ont également noté qu'au démarrage du projet, le déroulement des activités a accusé du retard du fait de la non implication ou information des autorités locales telles que le gouverneur, le préfet du plan d'action du CCEJ.	Entretien avec AGD, Entretien avec Inspection départementale, Entretien avec Direction de la Jeunesse.	
C3.17. Le Comité de Suivi pour l'insertion des étudiants a été mis en place après la formation le 31 janvier 2018. Il est présidé par le préfet (Hakem) que la plupart des acteurs. Il a pour mission de faire le plaidoyer pour faciliter l'insertion des étudiants du projet EMELI.	Entretien avec le préfet, ANAPEJ,	
C3.18. L'action de ce comité n'a pas encore donné des résultats probants. Avec l'appui de l'ANAPEJ, des lettres signées par le Wali et la FNP ont		

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>été déposées dans les sociétés de pêche. Selon les entretiens avec les membres du comité de Suivi pour l'insertion et les données statistiques du projet, seulement 8 étudiants ont réussi à obtenir un stage de pré-embauche. Les autres sont en attente des promesses faites par la FNP.</p>		
<p>C3.19. Discussions with USAID, OIM as well as project documents identify the COPIN as a project design element that would promote sharing practice and advice related to government strategies and CVE.</p>	<p>Interview USAID, 1<sup>st</sup> annual report</p>	
<p>C3.20. Le taux d'absorption des fonds du projet était faible. Ce qui a poussé l'IOM à mettre en place un plan de rattrapage sur exigence de l'USAID.</p>	<p>Entretien avec l'OIM (y compris le responsable financier), Entretien avec ambassade.</p>	
<p>C3.21. Certaines activités organisées par AGD ont dû être reportées pour vice de procédures : information du gouverneur, Hakem (Préfet), commissariat de police.</p>	<p>Entretien avec AGD, Inspection départementale de Sebkh.</p>	
<p>C3.22. L'équipe d'évaluation a effectué des entretiens avec des acteurs d'autres projets intervenant dans le domaine du CVE et aussi de formation professionnelle. Aucun parmi ne travaillait avec plus d'un ministère excepté un seul projet qui collaborait avec deux ministères (dont l'un était l'ancrage institutionnel)</p>	<p>Entretien P4P, Entretien PGO (US Embassy), Entretien UE/CORIM, Entretien avec Délégation de l'UE, Entretien avec acteurs du projet Prévention de conflits et Dialogue Interculturel.</p>	
<p>C3.5. EMELI a connu en son sein plusieurs rotations au niveau des chefs de projet.</p> <ul style="list-style-type: none"> <li>• Signature de l'accord de coopération : 29 décembre 2019</li> <li>• Arrivée du 1<sup>er</sup> chef de projet : Juin 2017</li> <li>• Démission du 1<sup>er</sup> chef de projet : mai 2018</li> <li>• Déploiement pour une courte durée d'un cadre OIM/Washington pour deux semaines. (Juin 2018)</li> <li>• Arrivée du 2<sup>ème</sup> chef de projet (intérimaire) : Juillet-Septembre 2018</li> <li>• Recrutement et arrivée du 3<sup>ème</sup> chef de projet : Octobre 2018</li> </ul> <p>C3.23. Départ subit du 3<sup>ème</sup> chef de projet pour des raisons de santé : Mars 2019.</p>	<p>Rapports annuels Year 1, Entretien avec OIM (Chef de mission,</p>	
<p>C3.24. Le comité technique a été mis en place pour réduire le nombre de membres du COPIN. Les acteurs suivants impliqués dans le COPIN Directeur de l'INAP, DG de l'emploi, Directeur CFPM, Représentant du HCJ, DG de l'ANAPEJ ne sont pas représentés dans le comité technique. Le MAIEO n'a pas de représentant effectif dans le comité technique.</p>		

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FINDINGS	SOURCES	CONCLUSIONS
<p>C3.25. Le COPIN n'a pas bénéficié de jetons de présence comme mentionné dans le décret cité plus haut. L'USAID a confirmé son désaccord de distribuer les jetons de présence. L'article portant sur ce volet n'a pas appliqué.</p>		
<p>C3.6. USAID a signé un accord de coopération avec OIM pour la mise en œuvre du projet EMELI le 29 décembre 2016. Le projet EMELI a impliqué les principaux acteurs suivants :</p> <ul style="list-style-type: none"> <li>- Le Ministère de la Jeunesse et des Sports à travers sa Direction de la Jeunesse, et son inspection départemental au Sebkhha ;</li> <li>- Le Ministère des Affaires Islamiques ;</li> <li>- Le Ministère de la Fonction Publique, de l'Emploi et de la Modernisation de l'Administration à travers l'ANAPEJ ;</li> <li>- Le Ministère des Finances ;</li> <li>- Les centres de formation (CFPM, Académie Navale : ISSM et CQFMP) ;</li> </ul> <p>C3.26. L'Organisation de la Société civile (AGD).</p>	<p>Rapports annuels, Séance d'analyse sur la structure de gestion du projet, Entretiens avec les membres du COPIN.</p>	
<p>C3.27. L'entretien avec la direction de la professionnelle a montré qu'elle n'était pas impliquée dans le projet. Ceci a été confirmé à travers l'entretien avec l'OIM et l'USAID. L'entretien avec l'OIM a confirmé le choix de ne pas collaborer avec la direction de la formation professionnelle car elle intervient sur les questions administration tandis que l'INAP sur les questions techniques.</p>	<p>Entretien Direction de la formation professionnelle ; Séance d'analyse sur la structure de gestion du projet, Arrêté 0867 du 16 octobre portant création du COPIN.</p>	
<p>C3.7. Le projet a mis en place des structures de gestion pour la mise en œuvre du projet :</p> <ul style="list-style-type: none"> <li>- Un comité de pilotage chargé de la supervision généralement du projet, de valider le plan d'action et les allocations budgétaires et vérifier la conformité du projet avec les objectifs et les stratégies du gouvernement. Ce comité était présidé par le Directeur de l'Emploi. Il est actuellement présidé par le Ministère de la Fonction Publique et qui réunit tous les 6 mois.</li> <li>- Un comité technique qui se réunit tous les 3 mois et qui fait un suivi rapproché de la mise en œuvre des activités ;</li> <li>- Un comité de Suivi et d'insertion présidé par le Préfet de Nouadhibou.</li> </ul>	<p>Arrêté 0867 du 16 octobre portant création du COPIN Entretien avec OIM Entretien avec le préfet, ANAPEJ, Zone Franche. Entretien avec AGD, Inspection Départementale. (Q1 - 18 Quarterly report, p. 3)</p>	
<p>C3.28. Un comité de gestion et d'orientation du CCEJ.</p> <p>C3.8. Le comité de pilotage (COPIN) mis en place en octobre 2017 était composé des acteurs suivants : DG de l'emploi (MEFPTIC), Chargé de Mission (MEFPTIC), Chargé de Mission (MEF), Conseiller (MJS), Membre du Bureau Exécutif du HCJ, Directeur (INAP-FTP), DG (ANAPEJ), Directeur (CFPM), DG (MJS), Directeur (Institut Supérieur de la Jeunesse et des</p>	<p>Arrêté 0867 du 16 octobre portant création du COPIN</p>	

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FINDINGS	SOURCES	CONCLUSIONS
<p>Sports), SG (UNPM), Chef de Service (MAIEO), Représentant de l'USAID, Chef de Mission de l'OIM et Chef du Projet EMELI.</p> <p>C3.29.</p>		
<p>C3.9. Ministerial changes:            “On October 30, 2018, a ministerial reshuffle occurred, with following changes in relation to the EMELI project:</p> <ul style="list-style-type: none"> <li>- The Ministry of Employment, Vocational Training and Technologies of Information and Communication (MEVTTIC) became the Ministry of Public Administration, Employment, Work, and of the Modernization of the Administration</li> <li>- The Ministry of Education was reshuffled to become the Ministry of Education and Vocational Training</li> <li>- The portfolio of the Ministry of Youth and Sports remained unchanged, but a new Minister was appointed – Mrs Djinda Ball</li> </ul> <p>C3.30. Regarding the agencies and institutes, partners of EMELI, NAPYE remained under the Ministry of Public Administration, Employment, Work, and of the Modernization of the Administration, while NIPTVT was transferred to the Ministry of Education and Vocational Training.            « (p. 9)</p>	<p>Q1-2019 Quarterly report</p>	
<p>C3.31. Suite aux changements, l'arrêté portant création du COPIN devrait être modifié. L'avenant n'a pas été partagé avec l'OIM.</p>	<p>Entretien avec OIM</p>	
<p>C3.32. Selon les entretiens avec les membres du COPIN, avec l'USAID, et la cheffe adjointe de la mission, l'implication du gouvernement à travers les différents ministères constituent une force pour le projet EMELI. C'est une démarche qui a été salué par toutes les parties prenantes impliquées.</p>	<p>Entretien avec les membres du COPIN, USAID, OIM.</p>	
<p>C3.33. La mise en place du comité de pilotage a pris beaucoup de temps. L'USAID et l'OIM ont dû user de plusieurs stratégies pour accélérer la mettre en place de ce comité. Cela a eu comme conséquence des retards sur le lancement du projet et le démarrage effectif des activités. La première réunion du comité de pilotage s'est tenue le 8 décembre 2017 et le lancement des activités a eu lieu le 6 février 2018 en présence des représentants du gouvernement.</p>	<p>Entretien avec OIM/ 8 décembre 2017 rapport annuel, Séance d'analyse des structures.</p>	



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FINDINGS	SOURCES	CONCLUSIONS
C3.34. Les entretiens avec les différents membres du COPIN et l'ancien chef de mission de l'OIM ont montré que le changement de personnel au niveau des ministères a constitué un défi pour le projet. Dans le sens où il a entraîné des retards sur la mise en œuvre des activités.	Entretien avec OIM, Séance d'analyse des structures, Entretien avec ANAPEJ, Entretien avec le Ministère de la Jeunesse et des Sports,	
C3.35. Selon les entretiens avec l'USAID et l'OIM, le COPIN n'a pas pleinement profité de la mission qui lui était assigné. Il a limité ses interventions à la validation des plans d'actions.	Entretien avec OIM, USAID, Séance d'analyse des structures	
<b>EQ. 4. HOW SUSTAINABLE ARE THE ACTIVITY'S INTERVENTIONS?</b>		
C4.1. Les entretiens avec les acteurs (OIM, AGD, Ministères etc.) ont montré que l'arrêt brusque du projet été une surprise pour tous les acteurs. C'est une situation inattendue.	Entretien avec OIM, AGD, les membres du COPIN	Les partenaires ne s'attendaient pas à la clôture subite du projet. Les activités ayant démarré il y a un peu plus d'une année, aucun parmi eux n'étaient suffisamment préparés pour mettre en place un dispositif de pérennisation ou encore trouver des alternatives pour continuer le projet et pérenniser les acquis. Cependant, il faut reconnaître l'existence d'un certain nombre d'acquis tels que les formations (modules, connaissances acquises, les possibilités de collaboration entre l'OIM/UE/UNICEF), etc. (C4.1, C4.2, C4.3, C4.5, C4.11, C4.12).
C4.2. Les retards dans la mise en œuvre des activités ont orienté les efforts de l'équipe du projet pour rattraper le temps perdu plutôt que de se concentrer sur les questions de durabilité.	Entretien avec OIM, AGD, les membres du COPIN	
C4.3. Les connaissances diffusées et les changements de mentalité chez les jeunes demeurent un acquis. Ils ont appris des choses qu'ils ne savaient pas avant et qui leur offre une chance d'intégrer le marché du travail.	Entretien avec les étudiants, entretien avec les formateurs, entretien avec l'administration des centres de formation.	
C4.4. D'après les entretiens avec les jeunes et les sociétés, 26 jeunes ont eu un stage de pré-emploi. Ces derniers à travers ces expériences renforcent leurs connaissances et leurs compétences professionnelles et personnelles. Ils pourraient servir de modèles et de conseillers pour leurs pairs.	Entretiens avec les sociétés, entretiens avec les jeunes, entretiens avec l'administration des centres de formation.	Par ailleurs, l'implication des autorités locales et administrations et du secteur privé pourrait être d'un grand apport pour faciliter l'insertion des jeunes et leur donner l'opportunité non seulement de mettre en pratique ce qu'ils ont appris mais aussi de les renforcer. (C4.6, C4.7, C4.8).
C4.5. Les entretiens avec l'OIM et CORIM ont révélé que l'Union Européenne s'intéresse à continuer à soutenir les activités du Guichet Mobile à travers le projet CORIM.	Entretiens avec l'OIM (FG, KII-COM), ANAPEJ, CORIM	
C4.6. Selon les entretiens avec l'UNPM et le comité de suivi pour l'insertion des jeunes, l'UNPM et la FNP ont réitéré leur engagement de recruter les 200 jeunes formés dans le domaine de la pêche. Cette collaboration continuera au-delà du projet. Seulement que l'insertion prend du temps.	Entretien avec les membres du comité de suivi pour l'insertion des jeunes, entretien avec UNPM, FNP.	Certaines initiatives du projet par exemple le guichet mobile, l'animation du centre pourraient être portées par d'autres partenaires techniques et financiers assurer la continuité des activités. (C4.5, C4.10, C4.12, C4.13).
C4.7. La zone franche a encouragé les sociétés agréées à recruter 1 ou 2 étudiants.	Entretien avec la Zone franche, ANAPEJ	Les associations créées pourraient devenir des cadres d'échange, de partage d'expériences et de conseils pour les

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FINDINGS	SOURCES	CONCLUSIONS
C4.8. La composition du comité de suivi pour l'insertion à Nouadhibou montre l'implication et l'engagement des autorités locales et administratives pour faciliter l'insertion des jeunes formés.	Entretien avec le préfet, Entretien avec ANAPEJ	jeunes. Elles gagneraient à mieux se développer si elles bénéficient d'accompagnement et de coaching. (C4.15).
C4.9. Les business plans développés par les jeunes de Nouadhibou peuvent être traduits en projets concrets s'ils arrivent à trouver des sources de financement.	Entretien avec l'administration de l'ISSM, entretien avec les étudiants	Les business plans développés par les jeunes et les jeunes entreprises créés peuvent rester pérennes s'ils bénéficient d'accompagnement de la part des acteurs impliqués dans le domaine (Incubateurs, institutions financières). La réalisation de ces projets pourrait être une opportunité d'insertion des jeunes et de création d'emplois pour d'autres jeunes présentant les mêmes profils. (C4.9, C4.14, C4.16, C4.17).
C4.10. Le projet a pris fin officiellement le 30 avril 2019. AGD compte continuer les activités au niveau du CCEJ seulement pour le mois de mai avec leurs propres fonds. Au-delà de ce mois, AGD ne pourra plus animer le CCEJ.	Entretien avec AGD.	
C4.11. L'INAP a développé 12 modules de formation qui pourront servir au CFPM et même à l'INAP pendant un certain temps. Il suffira juste de les actualiser à un moment donné.	Entretien avec INAP, Entretien avec CFPM.	
C4.12. L'UNICEF et L'OIM sont en discussion pour explorer la possibilité d'une collaboration pour l'animation du CCEJ. Le démarrage des activités est prévu pour le 1 juin 2019 pour une durée 6 à 12 mois.	Entretien avec OIM.	
C4.13. Les possibilités pour la pérennisation des activités du CCEJ et du guichet mobile semblent prometteurs avec les discussions entamées avec d'autres partenaires. Ces activités restent à être consolider avec le temps.	Entretien OIM, UE	
C4.14. Le projet EMELI va organiser une table ronde pour voir dans quelle mesure, les acteurs peuvent consolider les acquis du projet. L'activité vise à orienter les étudiants sur les opportunités (Financements, organisations, personnes ressources) en vue de leur insertion.	Entretien avec OIM, TDRs de l'activité	
C4.15. Les jeunes ont créé des associations qui peuvent être porteurs s'ils arrivent à mieux se structurer. Il y a déjà des actions entreprises dans le domaine social.	Entretien avec les formateurs	
C4.16. Les entretiens avec les jeunes ont montré que certains parmi eux sont déjà lancés dans l'entrepreneuriat. Ce qui constitue un acquis du projet. Ces activités peuvent être pérennisée s'il existe des opportunités qu'ils pourraient saisir pour maintenir ou renforcer leurs business. Les jeunes qui sont déjà entrepreneurs peuvent accompagner et coacher leurs pairs.	Entretien avec les jeunes de Sebka, Etudiants de ISSM, Entretien avec incubation, Entretien avec OIM.	

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>C4.17. Selon les entretiens avec les formateurs en développement personnel et les étudiants, des liens se sont tissés entre les formateurs et les étudiants. Ces derniers n'hésitent pas à les contacter pour des conseils et orientations. Le projet a créé un climat de confiance entre eux qui pourrait devenir pérenne.</p>	<p>Entretien avec les étudiants, entretien avec les formateurs en développement personnel.</p>	
<p><b>EQ. 5. WHAT ARE VITAL LESSONS FOR USAID TO LEARN ABOUT THIS ACTIVITY THAT SHOULD BE TAKEN INTO ACCOUNT FOR ANY FUTURE CVE ACTIVITIES IN MAURITANIA?</b></p>		
<p>C5.1. L'implication de plusieurs ministères est lourde pour la mise en œuvre du projet. D'après les entretiens avec les acteurs des anciens et nouveaux projets CVE (Sadaqa, UE, P4P, KFW), EMELI est le seul projet à avoir travaillé avec autant de ministères.</p>	<p>KIIs with other projects,</p>	
<p>C5.2. Le projet EMELI a formé beaucoup de femmes. La formation leur a donné des connaissances pour les capacités et outiller et à mieux se positionner sur le marché du travail.</p>	<p>Entretien avec les formateurs, Entretien avec OIM.</p>	
<p>C5.3. Le gouvernement Américain aurait pu être plus clair avec les partenaires du projet EMELI afin que tout le monde sache que le laissez-passer des sanctions pourrait être retiré à tout moment.</p>	<p>Entretien avec ambassade des US.</p>	
<p>C5.4. Les retards dans le démarrage du projet ont affecté l'atteinte des résultats et l'efficacité du projet.</p>		
<p>C5.5. Les formations en développement personnel ont joué un rôle important dans le développement professionnel et personnel des jeunes formés. C'est une formation qui a été appréciée par toutes les parties prenantes. Ce besoin était existant et le projet EMELI a réussi à le combler.</p>	<p>Entretien avec les formateurs, les administrations des centres de formation (CQFMP, ISSM, CFPM)</p>	
<p>C5.6. Pour un projet similaire à l'avenir, il serait bien d'impliquer toutes les parties prenantes depuis la conception du projet.</p>	<p>Entretien avec</p>	
<p>C5.7. Le concept de « Sortants des mahadras » n'a pas été clairement défini pendant la phase de sélection des candidats.</p>	<p>PV de recrutement,</p>	
<p>C5.8. Les formations n'ont pas pris en compte la barrière de langue (traduction fidèle des modules de formation). La majorité des étudiants était des hassanophones.</p>		
<p>C5.9. Les formateurs interrogés ont signalé la différence de niveau d'instruction entre les étudiants dans une même classe.</p>		

## EVALUATION EMELI

FINDINGS	SOURCES	CONCLUSIONS
<p>C5.10. Le projet a réussi à former des étudiants qui sont issus des mahadras / vulnérables. Ces formations leur a permis de développer leurs connaissances et d'avoir la possibilité de s'insérer dans le marché du travail ou de créer une entreprise.</p>		
<p>C5.11. Les conditions de formation des étudiants étaient différentes d'un centre à l'autre. Par exemple, l'ISSM dispose de tout le matériel didactique nécessaire pour la formation des étudiants. Par contre, le CFPM est un centre dont les capacités sont limitées et manque de matériel pour dispenser les formations comme il se doit. Un projet devrait tenir compte des capacités des centres avant la mise en œuvre des projets. L'équipement et la réhabilitation du centre était prévu dans le projet mais l'arrêt du projet a empêché sa mise en œuvre.</p>	<p>Entretien avec formateurs et FG avec les étudiants.</p>	
<p>C5.12. En dépit de la durée courte du projet et de son arrêt brusque, le projet a enregistré l'insertion de 26 étudiants dont la majorité sont des femmes.</p>		
<p>C5.13. Les attentes doivent être claires pour les bénéficiaires et réalistes dès le début du projet. Elles doivent être communiquées de façon claire aux étudiants surtout pour le volet insertion. Ils doivent être conscients que l'insertion après la formation est un processus qui prend du temps.</p>	<p>FG avec les étudiants</p>	
<p>C5.14. Le projet EMELI a mis en place plusieurs organes de gestion (4 au total) a qui on avait assigné un rôle bien défini. Cette implication aurait profité aux projets à la fois aux projets et aux différents impliqués si leur implication était plus concrète (élaboration de plans d'action, suivi des activités).</p>	<p>Entretien avec OIM, Entretien avec USAID</p>	
<p>C5.15. OIM a contracté avec beaucoup de partenaires intéressants. Cependant, aucun expert en CVE n'a été impliqué dans le projet.</p>		
<p>C5.16. Le projet n'a pas réalisé une étude du milieu avant le démarrage afin d'identifier les zones vulnérables. Il aurait dû envisagé une étude à mi-parcours.</p>		

## ANNEX XVI: MATRICE DES RECOMMANDATIONS ET ACTIONS A MENER

### ISSUE D'UN ATELIER PARTICIPATIVE QUI A LIEU A NOUAKCHOTT LE 30 JUILLET 2019

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
<b>Q1 : Quel effet (s'il y en a eu) l'activité a-t-elle eu sur l'employabilité des jeunes et leur capacité à traiter les griefs sociaux ? Quelles étaient les différences dans les effets entre les jeunes hommes et les jeunes femmes ?</b>						
1. Retard dans la mise en œuvre de certaines activités dû aux difficultés rencontrées dans le recrutement et le changement périodique du personnel (chef du projet)	Recruter un national comme chef de projet.	Etablir une politique de la structure favorisant la valorisation de ressources humaines nationales	Les bailleurs et la structure bénéficiaire	X		
	Engager contractuellement le chef de projet pour la durée de vie du projet.	Prévoir dans les directives contractuelles.		X		
	Avoir un chef de projet adjoint national qui a les mêmes prérogatives que le chef du projet international	En tenir compte dans les contrats	L'agence d'exécution	X		
	Avoir une liste de 3 candidats aux postes confirmés	En tenir compte dans les recrutements	L'agence d'exécution	X		
2. Les participants ont relevé avoir rencontré des difficultés avec la langue de formation	Traduire les modules de formations en Arabe et en Français	Intégrer dans la politique de la structure	La structure			
	Assurer que les formateurs maîtrisent au moins deux langues nationales			X		
	Respecter l'exigence des langues de la population ciblée					

EVALUATION EMELI

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
	Assurer la traduction au cours des ateliers de formation		La structure		X	
3. La distance entre les centres et les activités était un obstacle à la mise en œuvre de l'approche holistique ("whole of beneficiary approach")	Décentraliser les activités dans les différents centres	Organiser les activités à proximité des bénéficiaires	La structure d'exécution		X	
4. Les défis et les opportunités variaient selon le genre : certaines filières étaient limitées aux hommes ou aux femmes selon le sexe ; l'obligation des hommes de suivre la formation militaire ; les soucis de la sécurité rencontrés par les femmes)	Ouvrir les filières à tous	Sensibiliser des populations			X	
	Favoriser l'intégration des formatrices dans les filières	Sensibiliser des décideurs politiques Changer les politiques Tenir compte des besoins des femmes dans les infrastructures Appliquer la discrimination positive pour les femmes	Les bailleurs, les structures bénéficiaires et les leaders politiques		X	
5. L'état du CFPM et du Centre de la jeunesse sans équipement et sans réhabilitation ont	Faire l'état des lieux et l'examen de la capacité des centres à prendre en charge les besoins en termes formations	Equiper et réhabiliter les centres avant le début des formations	Etat et parties prenantes	X		

EVALUATION EMELI

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
constitué des défis pour les formations et d'autres activités						
6. Faible taux d'insertion des jeunes formés : A la fin du projet, seuls 29 sur 216 jeunes ont trouvé un emploi.	Assurer l'accompagnement des jeunes après les formations ; Promouvoir l'insertion par l'Auto-emploi Diversifier les formations	Mettre les bénéficiaires en relation avec les structures spécialisées : ANAPEJ, IMFs, Banques, Incubateurs  Introduire de nouveaux modules adaptés aux marchés de l'emploi mauritanien	Etat et bailleurs de fonds  Structures de formation	X		
7. Les volets microfinance et incubation n'ont pas été intégrés dans le projet du fait de l'arrêt brusque. Ces deux domaines intéressaient beaucoup les parties prenantes surtout les jeunes.	Impliquer de façon effective des acteurs de la Microfinance et des incubateurs en amont du projet	Proposer et mettre en place des mécanismes financiers adaptés aux besoins des bénéficiaires,  Mettre en place des mesures d'accompagnement adaptés et coaching	Le projet, les bailleurs de fonds et IMFs	X		
<b>Q2 : Comment l'activité a-t-elle contribué à rendre les jeunes hommes et les jeunes femmes moins vulnérables au recrutement par des organisations extrémistes violentes ?</b>						
I. Des projets similaires ne ciblent pas les diplômés des Mahadras.	Eviter de faire un ciblage orienté vers les mahadras Affiner les critères de vulnérabilités,	Faire des études de vulnérabilité et de résilience à la radicalisation pour les	Centre de recherche indépendant	X		

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
	Fonder le ciblage des projets similaires sur des études rigoureuses	mahadras et les autres jeunes,  Permettre aux élèves de Mahadras d'être utile à la société (Offrir des Opportunités d'insertion professionnelle et sociale)	Institutions de microfinance, secteur privé			
2. Pas d'études ou des stratégies gouvernementales officielles disponibles pour guider le ciblage des jeunes les plus à risque pour le recrutement par les organisations VE	Assurer une meilleure Vulgarisation des stratégies officielles des ministères Soutenir des études officielles pour guider le ciblage Meilleure opérationnalisation des stratégies à l'égard, notamment des jeunes	Atelier de partage des stratégies  Mettre en place des procédures opérationnelles simple (Simplifié),	Organisation de la société civile, le secteur déconcentrer de l'état (les centre d'écoute des maisons des jeunes)		X	
3. 64% des participants étaient des femmes, ce qui contredit la recherche sur les personnes les plus vulnérables au recrutement par les organisations VE	Eviter l'idéologie du genre (Distinguer le genre du féminisme Prendre en compte l'aspect genre dans l'analyse de vulnérabilité La sur mobilisation et disponibilité des femmes dans les quartiers populaires	Favoriser les campagnes de sensibilisation auprès des chefs de familles et des chefs de quartier	MASEF	X		
4. L'expertise en CVE du projet était irrégulière	Favoriser les recherches opérationnelles avec l'université	Intégrer les chercheurs de l'université y compris le privé avec les projets	La direction de l'enseignement supérieur et	X		



Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
	de Nouakchott et les centre de recherches		de la recherche et les recteurs des universités			
<b>Q3 : Quelles sont les forces et les faiblesses de la structure de gestion de l'activité, y compris les partenariats avec le partenaire de mise en œuvre, les quatre ministères, le comité de pilotage, le comité technique et les organisations de la société civile, en termes d'appui à la mise en œuvre de l'activité ?</b>						
1. Le projet a pris 10 mois pour mettre en place le COPIN. Cela a eu des conséquences sur le démarrage des activités.	Faire le choix d'une structure déjà existante (exemple Anapej, Cap insertion INAP-FTP, le secteur privé) Pour éviter les chevauchements des 4 ministères et permettra de faire perdurer le projet en cas d'arrêt	Définir le cadre juridique du projet et mettre en place un comité de pilotage  Faire l'inventaire des structures existantes  Faire la sélection de la structure choisie  Etablir une convention avec la structure choisie	Gouvernement et Bailleur	x		
2. Le rôle du COPIN était limité à l'approbation et à la validation des plans de travail.	Donner un rôle de suivi et évaluation	Actualiser l'arrêté du CoPiN en ajoutant les nouveaux rôles et l'augmentation de la fréquence des réunions au lieu de chaque 6 mois → chaque 3 mois	Gouvernement et Bailleur	x		
3. La participation des membres du comité technique aux rencontres était irrégulière.	Sélectionner des membres disponibles et les "motiver"	Frais de transport et de participation	La structure choisie		X	

EVALUATION EMELI

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3
4. La faible présence du Ministère des Affaires islamique dans le projet.	Impliquer davantage le Ministère des Affaires Islamiques.  Renforcer les capacités des acteurs.	Sensibiliser sur l'importance du projet  Renforcer leur capacité	La structure choisie	X		
<b>Q4 : Dans quelle mesure les interventions de l'activité sont-elles durables ?</b>						
1. L'équipe EMELI de l'IOM était dans un état perpétuel de rattrapage	Simplifier le modèle de gestion (exemple la désignation d'un ministère de tutelle)	Réduire le nombre de ministère impliqués	Agence d'exécution	X		
2. L'application des sanctions a surpris les parties prenantes d'EMELI	Prévoir un plan de sortie en cas de défection d'un partenaire financier	Génération d'évidence (documenter les résultats du projet) Plaidoyer et identification des potentiels bailleurs	Agence d'exécution (Etat et partenaire)			X
3. Toutes les activités décrites dans le document de base n'ont pas été réalisées : collaboration étroite avec les centres de formation, implication du secteur privé, garantie de l'adhésion du GIRM par le COPIN	Evaluer la faisabilité des actions Engagement des parties prenantes dans la mise en œuvre des activités	Collecte, analyse et partage des informations afin de faire un plaidoyer et engager le gouvernement  Une meilleure implication du secteur privé et des autres acteurs	Agence d'exécution  Gouvernement		X	

Constatations principales :	Recommandations (Que faut-il changer ou ajuster pour le programme futur)	Actions spécifiques à mener	Responsable de l'action/ Acteur d'exécution	Niveau de Priorité		
				1	2	3

**Commentaires du groupe 1 :**

- Nous avons une obligation – nous avons formé des jeunes pour qu'ils deviennent compétitifs sur le marché ; nous avons mis en place des mécanismes en place
- Il faut qu'on trouve des partenariats
- L'engagement du secteur privé
- Il faut chercher d'autres structures pour assurer la continuation

**Commentaires du groupe 2 :**

- Améliorer les conditions d'apprentissage
- Intégrer les IMFs dans la phase de conception du projet et dans la phase d'insertion

EMPOWERING  
MAURITANIAN YOUTH  
THROUGH EDUCATION  
AND SELF-  
IMPROVEMENT (EMELI)

**Commentaire du groupe 3 :**

- Démarrer le projet une fois que toutes les études sont réalisées.
- Les organisations de la société civile doivent porter le projet afin de la pérenniser

**Commentaire du groupe 4 :**

- Fixer des objectifs Smart (spécifique, mesurable, atteignable et réalisable dans le temps) pour le projet et la structure
- Prendre toutes les dispositions pour pérenniser les actions du projet

**Commentaires du groupe 5 :**

N/A.